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Pupil Premium strategy statement 2021-22

| Number of pupils and pupil premium grant (PPG) received | | |
|--|--|-------------------------|
| Number of pupils on role: 671 (based on Autumn 2020 census) | | |
| Total number of pupils eligible for PPG: 97 | | |
| | | LAC: 6 (Including PLAC) |
| Total amount of PPG received | £112,255 (based on Autumn 2020 Census for PPG and 6 LAC) | |
| Barriers: All barriers below have been exacerbated by the COVID-19 pandemic | | |
| 1. In each year group there are a small number of pupils eligible for the pupil premium grant. A significant proportion of disadvantaged pupils have additional needs, therefore each pupil's unique circumstances are identified and addressed through an individualised provision map. | | |
| 2. Key systems, including accountability, need to be strengthened to ensure the individual needs identified are even more targeted. | | |
| 3. A high proportion of disadvantaged pupils live outside the immediate school community (former catchment area), may not join at the usual entry points (Nursery/Reception) and a number join during key-stage 2. | | |
| 4. A higher proportion persistent absentees are pupils from the PPG group | | |
| Desired Outcomes | | |
| A. To strengthen key systems to ensure disadvantaged pupils' individual needs are addressed, both in school and when/if working remotely, so that the difference between this group and others nationally continues to be reduced. | | |
| B. To diminish the achievement GAP particularly as an effect of the COVID-19 lockdown. | | |
| C. Induction systems to reduce the effect of non-standard admissions to the school (increased mobility due to COVID-19). | | |
| D. To improve attendance, punctuality and engagement of identified pupils (pupils eligible for PPG who are also on the SEN/mobile register). | | |
| E. Increased awareness and knowledge of all staff of the individual needs of pupils eligible for PPG. | | |
| F. To draw into the NES vision and values to support the disadvantaged families and pupil's engagement in learning in order to diminish the GAP | | |

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| Planned Expenditure | | | | |
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| Quality First Teaching for All Children | | | | |
| | Success Criteria – How the impact will be measured: | Actions: | Staff lead and monitoring | Review dates |
| | Increased awareness and knowledge of all staff of the individual needs of pupils eligible for Pupil Premium. | High profile given during Pupil Progress meetings. All staff have differentiated strategies to support them to overcome barriers to learning. CPD for all teachers to raise awareness Learning Enquiry focus to prioritise pupils eligible for PPG. | DHTs, AHT, SENCo, Class teachers | Half termly |
| | A higher proportion of pupils eligible for PPG who join the school as in-year admissions make accelerated progress. | Initial induction identifies individual needs and strategies are put in place and reviewed at Pupil Progress mtgs. Admin to inform SLT within 1 week of pupils joining the school that a new pupil is entitled to PPG and school list updated within 1 week of admittance. | School Admin, SLT, SENCos, Class teachers | Ongoing |
| | Children who are joining in the EYFS are supported to make accelerated progress from starting points (High proportion EAL and below average baseline post Covid) | Staff training in the New Curriculum and baseline approach. CPD for new staff Investment in all learning areas | Monitor through pupil progress meetings and staff training sessions. DHT, Phase Leader, class teachers | Half termly |
| | Increased attendance and punctuality rates for pupils eligible for PP. The number of persistent absentees is reduced amongst | We work with the LA Attendance Officer to support these families. Daily Persistent absence attendance emails to senior | Weekly monitoring of attendance of pupils eligible for Pupil Premium – school admin, LA attendance, DHTs | Ongoing |

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| | PP pupils. Overall PP attendance will increase to an average of 97% in line with 'other' pupils. | staff to highlight pupils that are absent if they are eligible for Pupil Premium. Senior staff to monitor and contact parents if attendance falls below 90% and hold attendance mtgs with parents | | |
| | A significant number of pupils eligible for the Pupil Premium Grant will make accelerated progress across the curriculum | Regular CPD for all staff in order to overcome barriers for pupils eligible for PPG. | Monitoring of teaching through work scrutiny, learning walks, lesson observation with a focus on attainment and progress, book scrutiny and pupil voice. | Ongoing |
| | SEN pupils entitled to PP will make progress in line with non PP pupils of similar need | SENDCos meet parents regularly and at least three times a year at the Parent Consultation evenings. Internal CPD | Pupil Progress mtgs half termly SENCDco update to SLT half termly | Half termly |
| Targeted Group: | Success Criteria – How the impact will be measured: | Actions: | Staff lead and monitoring | Review dates |
| All PPG | Outcomes for pupils with PPG will be raised across all areas of learning and social interaction | Pupils with PPG will have access to a range of extra-curricular clubs Mentor for PPG children-SLT All staff to be aware of all pupils with PPG | Class teachers HT/DHT/Senco | 5 pupil progress meetings per school year with ongoing check points |
| Pupils with PPG who are not on track (as measured at PPG meetings 5x per year) | Through high quality feedback pupils will know their targets and understand their next steps in learning. This will be underpinned by the schools | During monitoring all pupils with PPG will have work monitored for evidence of progress | Class teacher/Phase leader and DHT Monitoring of teaching through work scrutiny, learning walks, lesson observation and use of | Pupil progress meetings/1-1 meeting with parents to implement the passport where multiple needs are identified |

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| | <p>learning values and behaviours for learning.</p> | <p>Pupils with PPG will always be a specified group in Pupil progress meetings</p> <p>Staff will use the most effective feedback strategies e.g. 1-1 sessions</p> <p>Pupil passports in place for all disadvantaged children at risk of not making expected progress</p> <p>Small group interventions with members of support staff and SLT will be in place.</p> | <p>pupil voice with a focus on attainment and progress.</p> <p>Monitoring of individuals in pupil progress meetings</p> | |
| | <p>Should regional or national lockdowns be reinstated, pupils will be able to continue their learning effectively in the case of self-isolation or partial/full school closure due to COVID-19.</p> | <p>Continue to monitor need for technology provision for pupil eligible for PPG and supply chromebooks as necessary.</p> <p>Regular updates on PPG children not accessing work on Google Classroom – calls made home to encourage uptake.</p> <p>Staff to prepare paper packs for distribution where necessary.</p> | <p>DHT, Phase Leaders, SENCO and Class teachers</p> | <p>Half termly reviews</p> |
| | <p>Negative behaviour incidences amongst pupils with PPG will be in-line or less than other pupils</p> | <p>Strategies to ensure that all pupils with PPG are a focus group to include managing behaviour and well-being.</p> <p>DHT and Phase Leader discuss in fortnightly meetings</p> | <p>DHT inclusion and behaviour lead Phase Leaders when meeting with DHT</p> <p>Place2Be SPM link meetings with DHT for Inclusion</p> | <p>Termly HT reports</p> |

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| | | Continue to include an in depth analysis of behaviour when reporting to governors | | |
| | Through monitoring and reporting procedures Senior leadership and Governors will have a more comprehensive awareness of the progress and attainment of pupils with PPG | Joint monitoring and extensive reporting on this group-through the use of passports for targeted individual pupils. Reviews and case studies used throughout monitoring | HT and DHT, link governor | 3 sets of report to Governors per year and annual update of PPG on the school website |
| | Ensure that pupils with PPG will make in line with or exceeding progress across the year than their peers A greater emphasis on targeted support and the use of enquiry based approaches with a clear focus on impact | Priority at PP meetings x5 Reviews of targeted support All staff-use of pupil passports DHTs to follow up with phase leaders pupils falling behind and to review planning AHT to follow up pupils not making progress in phonics across the school | Class teacher , DHT and AHT | Pupil progress meeting check points each half term |
| | Should regional or national lockdowns be reinstated, the effects of prolonged isolation in the case of lockdown on wellbeing are addressed during and after return to school | Monitoring of access of this group and welfare calls made where necessary. Regular meetings with Place2Be to ensure provision made to support those who most need 1:1 or group work. | Classteachers, Phase Leaders, SENCOs, DHTs and Place2Be SPM. Metanoia online zoom sessions with parents PIBT where appropriate. | |

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| | | <p>Social skills groups to target those who may find return to school interactions difficult.</p> <p>Reference to appropriate elements of the Recovery Curriculum where appropriate</p> | | |
| | <p>Appraisal for all staff to include a target on diminishing the gap and the focus on the progress of pupils with PPG as a key element to ensure greater accountability</p> | <p>Performance management targets adapted for all groups of staff including SMSAs and include this group of children on all levels</p> | <p>All staff-HT</p> | <p>3 x reviews per year</p> |
| <p>PPG with low attendance</p> | <p>Focus for the class teacher and attendance officer to monitor.</p> <p>Improved attendance and punctuality for this group</p> <p>If regional or national lockdowns are re-established and the school/hub is in lockdown or self-isolation, attendance can be measured by access to Google Classroom.</p> | <p>Teachers and attendance officer to review per week-flag concerns</p> <p>Referrals to DHTs who will meet with families when attendance drops below 95%</p> <p>Attendance officer to provide guidance on parenting contract and or EHAP.</p> <p>Regular updates to DHTs on which children are not regularly accessing. Telephone calls to ensure work is completed online or via paper packs as necessary</p> | <p>Class teachers School Attendance officer DHTs LA Attendance officer</p> | <p>Daily attendance checks for vulnerable children</p> |

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| <p>PPG and SEN</p> | <p>Individual targeted provision to ensure tracking of this group is closely matched to need</p> <p>A stronger focus on impact of support staff interventions</p> <p>Systems for increased levels of communication during part/full closure</p> | <p>Provision Mapping cloud software to be used to plan, record and evaluate impact of interventions.</p> <p>Pupil progress meetings x5 always check progress using the pupil passports to track targets</p> <p>Planning for the specific group to increase accountability and tracking</p> <p>Performance management target specific to this vulnerable group 21-22</p> | <p>Senco , intervention team and class teachers</p> | <p>Annual reviews where applicable and pupil progress meetings each half term</p> |
| <p>PPG most able</p> | <p>Class teachers to be very aware of this group and their starting points</p> <p>This group to make at least expected progress and exceeding in many cases from their starting points</p> <p>Focus group in PP meetings</p> <p>A range of enrichment activities is planned for this group</p> | <p>Ensure that all staff are aware of this group of children</p> <p>Feature in all monitoring linked to appraisal</p> <p>Ensure enrichment activities are planned which target this group and participation discussed at Pupil Progress mtgs</p> | <p>Teachers Phase leads A&T specialist HTLA DHTs</p> | <p>Pupil progress meeting check points each half term</p> |
| <p>PPG adopted from care/LAC Pupils x6</p> | <p>Pupils will make progress similar or better than other pupils.</p> | <p>P2B training for staff on attachment</p> | <p>DHT for inclusion, class teachers, P2B</p> | <p>Pupil progress meeting check points each half term</p> |

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| | Each child will have their particular needs met with access to a range of provision available. | Access to a wide range of extra-curricular provision Intervention groups | | |
| Planned spending allocation: £ 112,225 | | | | |
| Item/Project | | Objectives | | |
| HLTA/TA/EYP/SENCo Support: | | | | |
| EYFS | | | | |
| NELI (Nuffield Early Language Intervention) | | To develop and improve language skills in EYFS and KS1 | | |
| Maths focus groups | | To develop key maths skills and understanding | | |
| Additional phonics groups | | To develop and use a range of phonic strategies in order to further close the gap. | | |
| Attention Bucket | | To develop and use a range of phonic strategies in order to further close the gap. | | |
| Phonological Awareness | | To develop key skills of spelling, handwriting, grammar and punctuation in order to complete daily writing tasks. | | |
| Colourful Semantics | | To help develop speaking and listening skills | | |
| Box Clever | | | | |
| KS1 | | | | |
| NELI (Nuffield Early Language Intervention) | | To develop and improve language skills in EYFS and KS1 | | |
| Regular Reading One to One | | To develop proficiency in reading and support home school links | | |
| In Class Support English | | Increase participation in English lessons for targeted children | | |
| In Class Maths | | Increase participation in Maths lessons for targeted children | | |
| Maths Booster Y1 | | To provide extra, targeted support for children. | | |
| Box Clever | | | | |
| Pre Teaching | | To develop a deeper understanding of the technical vocabulary required to fully access the curriculum. | | |
| | | To develop and use a range of phonic strategies in order to further close the gap. | | |

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| Read Write Inc, Phonics Boosters, Phonological Awareness Colourful Semantics LEGO therapy/Social Skills KS2 Writing Booster UKS 2 Fine and Gross Motor Skills Writing Booster – Year 1,2,3 & 4 Speech and Language Bump it Up Third space 1-1 tuition online weekly | | To develop key skills of spelling, handwriting, grammar and punctuation in order to complete daily writing tasks. To develop a range of social skills and to help with friendship issues To develop key skills of spelling, handwriting, grammar and punctuation in order to complete daily writing tasks. To develop motor skills To develop key skills of spelling, handwriting, grammar and punctuation in order to complete daily writing tasks. To develop children's speech, language and communication skills through targeted support. To develop children's confidence in writing alongside their peers To boost engagement and plug learning gaps through weekly online one to one lessons from specialist tutors |
| Educational Psychology Service | | Identification of needs, support for class teachers, work with parents, targeted support programmes. |
| Place to Be Project 2020-2021 | | Targeted 1-1 counselling in order to support emotional resilience and lunchtime provision to support social skills. Partnered work with Metanoia Institute for families. |
| Administration | | Induction and family links (Mobile and PPG) |
| Maths hub membership cont. EYFS,KS1 mastery prog x3 staff | | In 2021/22, all Maths Hubs will organise communities of schools following the Mastering Number Programme. This programme will develop solid number sense, including fluency and flexibility with number facts, which will have a lasting impact on future learning for all children. The programme will also involve high quality professional development for teachers. |
| Speech and Language 2020-2021 | | To develop children's speech, language and communication skills through targeted support. |

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| Enrichment across the curriculum Debating Club Thinking Skills Music, choir, orchestra Sports clubs Chess club | | To extend opportunities for children to develop critical thinking To extend opportunities for children to develop critical thinking To enable children to participate in extra music activities to further enhance their experience of music To enable children to take part in a range of team sports |
| Heyday Films | | Team skills and leadership skill development |
| Extra Curricular enrichment Clubs | | Opportunities for children to access a range of extra-curricular activities to develop further skills and interests |
| Aspiration/enrichment opportunity fund | | Targeted provision for children where opportunities arise for curricular/extra-curricular activities |
| Trips subsidy | | To facilitate access to the wider curriculum through trip subsidies |
| Total | £112.225 approx | |

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IMPACT 2020-21

The following data is from the last set of statutory assessments that were completed in Summer 2019. Because of the Covid pandemic, statutory testing at EYFS, KS1 and KS2 was paused in all schools nationally for the academic year 2020 and 2021. The exception is the Y1 Phonics screening test which took place for those children in the Autumn term 2020 when they returned from lockdown to Year 2.

Early Years Pupil Premium Attainment data Summer 2019

| | Reading | Writing | Number |
|--------------|----------------|----------------|---------------|
| All | 70% | 59% | 80% |
| PPG (2) | 50% | 50% | 100% |
| Non PPG (75) | 92% | 86% | 89% |

Year 1 Phonics

2020: All: 90% PPG: 82% (Taken in Y2 Autumn 2020)

2019: All: 90% PPG: 77%

2018: All: 87% PPG: 69%

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KS1 Pupil Premium (Disadvantaged pupils) Summer 2019

KS1 Attainment data

| | Reading % | Writing % | Maths % |
|-----------------|-----------|-----------|---------|
| All (90) | 79 | 71 | 80 |
| PPG (13) | 62 | 46 | 54 |
| PPG non SEN (9) | 80 | 60 | 70 |

KS1 Progress data from EYFS

| | Reading % | Writing % | Maths % |
|--------------------|-----------|-----------|---------|
| PPG (13) | 85 | 77 | 77 |
| PPG Non SEN (10) | 80 | 80 | 80 |
| PPG Non Mobile (9) | 78 | 78 | 78 |

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PPG Mobile (4)

75

75

75

KS2 Data

KS2 Attainment Data - Summer 2019

| KS2 Pupil Premium (Disadvantaged pupils) Performance against National Data (provisional) | | | | | |
|--|----|---------|-----------|-----------|------|
| | No | Maths % | Reading % | Writing % | SPAG |
| All pupils | 90 | 85 | 87 | 84 | 79 |
| National all pupils | | 79 | 73 | 78 | 65 |
| PPG | 13 | 69 | 92 | 69 | 77 |
| PPG non-SEN | 11 | 82 | 100 | 82 | 82 |

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| | No. | READING % | | WRITING % | | MATHS % | | SPAG % | |
|-------------|-----|-----------|----|-----------|-----|---------|----|--------|----|
| | | AS+ | HS | EXS+ | GDS | AS+ | HS | AS+ | HS |
| All pupils | 87 | 87 | 39 | 84 | 26 | 85 | 43 | 87 | 55 |
| Boys | 44 | 82 | 34 | 80 | 9 | 84 | 45 | 84 | 52 |
| Girls | 43 | 93 | 44 | 88 | 44 | 86 | 40 | 91 | 58 |
| PPG | 13 | 92 | 8 | 69 | 8 | 69 | 31 | 77 | 31 |
| PPG non SEN | 11 | 100 | 9 | 82 | 9 | 82 | 36 | 82 | 36 |
| EAL | 47 | 85 | 34 | 85 | 21 | 87 | 43 | 89 | 53 |
| SEN | 8 | 13 | 0 | 0 | 0 | 25 | 0 | 25 | 0 |
| Mobile | 19 | 89 | 32 | 84 | 26 | 79 | 58 | 89 | 63 |

KS2 Average Progress Score

| Year 6 | Reading | Writing | Maths |
|---------|---------|---------|-------|
| All | 1.7 | -0.1 | 1.1 |
| Non-PPG | 1.9 | 0.4 | 1.4 |
| PPG | 0.1 | -3.6 | -0.6 |