

Pupil Premium Planned Spend 2021-22

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| Total Number of pupils | 447 | Year groups attending | N – Y6 |
| Number of pupils eligible for PP | 158 | Total expected PP budget | £184,625 |
| Number of pupils eligible for PP services | 1 | Total expected PPS budget | 300 |
| Number of pupils eligible for EYPP | 12 | Total expected EYPP budget | £1200 |
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| | | TOTAL | £186,125 |

| Barriers to learning for PP pupils | |
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| A | Significant gap in ‘Communication and Language’ attainment and ability remains between those children who are Pupil Premium and those who are non-Pupil Premium. Many pupils start school <u>below the national expectation</u> in particular in the area of ‘Communication and Language’ and understanding, speaking and listening. |
| B | Many children are rarely read with and do not read independently at home. For a number of children, reading and homework is not supported and they miss out on a wealth of rich literature which impacts enjoyment, affects language learning and threatens to limit their writing and wider curriculum areas. |
| C | A high proportion of PP children rely solely or predominantly on the experiences and trips provided through school. Due to many families having severe financial constraints and limited experiences themselves, some children do not have positive, personal experiences to draw upon and which will feed into their speaking and conversation skills, writing and wider learning. |
| D | Many families in receipt of Pupil Premium are also working within the CSC framework and many of these are at highest level of need. This impacts on pupil welfare and wellbeing and directly affects their educational and wider experience. |
| E | Many children at the academy would benefit from access to pastoral care in a nurturing environment as this can sometimes be lacking in the home environment. This impacts upon children’s aspiration and feelings of self-worth ensuring that pupil welfare continues to be cared for at the highest level and impacts positively upon educational and wider experience. |
| F | Attendance and lateness of some PP children impacts upon their start to the school day and wider learning experiences. This impacts on learning, access to the curriculum and performance |
| G | A number of children eligible for PP also have additional needs (SEN, social and emotional needs etc) which can impact upon and affect performance and progress at school and the child’s wider learning experiences. |
| H | Lack of positive male role model and some additional education and pastoral needs mean that some of our older boys require support, guidance and monitoring for positive behaviour which ensures that behaviour does not negatively impact their own or other’s learning experiences Lack of positive female role model and some additional education and pastoral needs mean that some of our girls require support, guidance and monitoring for wellbeing which ensures that wellbeing does not negatively impact their own or other’s learning experiences |

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| I | The impact of COVID and missed school on all children but in particular those with low incomes and those open to services whose parents have poor engagement with school and supporting learning. |
| J | Many children do not have support at home for the learning of key and life skills including knowing about healthy eating, exercise, the importance of sleep, routines, using a knife and fork, hygiene and cleanliness etc and enhancement skills and activities eg. Riding a bike |

| Barrier | Desired outcome | Success criteria | |
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| A | The gap between EYFS NPP and PP pupils will decrease (specifically in the area of Communication and Language). GLD will be at least National Average or better. | <ul style="list-style-type: none"> • Good or outstanding teaching and learning evident throughout EYFS • GLD will be at least at or around national average • All PP children continue to access specifically targeted interventions that address gaps and needs in Communication and Language • All children have accessed the 'Speech Leap' speech therapy programme • Scrutiny, assessment and data demonstrate an improvement in the speech and language of PP pupils from their start-points. • Nursery Rhyme Time re-established (post Covid) and is resourced and working effectively to introduce new and traditional rhymes to children and <u>parents</u>. • Nursery Story Time re-established (post Covid) and resourced and working effectively to introduce new and traditional stories/ tales to children and <u>parents</u>. | |
| B | Reading outcomes (attainment and progress) will improve for all PP children. | <ul style="list-style-type: none"> • Good or outstanding teaching and learning evident throughout school • Reading attainment will be at least at national average and reading progress will be at least expected – the desire being that it will be accelerated • All PP children access specifically targeted interventions that address gaps and needs in reading • PP children make accelerated progress in reading and data shows improved attainment scores and average or above progress in reading for PP children | |

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| | | <ul style="list-style-type: none"> • All PP children read 1:1 with an adult at school at least twice per week • The overall profile of reading continues to be raised and sustained throughout school and this is evident through observation, pupil voice, displays, available resources and reading enrichment, communications with parents, social media • The lowest 20% of readers in each class will have specifically targeted interventions | |
| C | PP children will be provided with enriching experiences and opportunities that impact on wellbeing and all areas of learning, in particular writing. | <ul style="list-style-type: none"> • Each year group will be allocated a budget in order to subsidise/fund trips for PP children • All PP children will access a number of enrichment opportunities – poet visits, music provision, workshops and resources for trips and events – impacting on overall wellbeing and giving them experiential reference points to support conversation/ speaking and listening and writing | |
| D | Pastoral provision will strengthen engagement with PP families to enable them to focus on learning and the child's educational needs. | <ul style="list-style-type: none"> • PP families will continue to develop and maintain good relationships with the school to support their child • Breakfast club will be provided in order to support improving attendance and punctuality and meeting the basic needs of PP pupils • PP families' engagement with school events and workshops will improve • All PP children within the CSC framework or giving cause for concern access weekly Wishes and Feelings groups and access to Pastoral Mentor as and when required • All PP children will access wellbeing-enhancing initiatives eg. Go Noodle, Feelings charts, pastoral mentor, nurture area, counsellor, discussions and learning. • Principal and pastoral mentor will prioritise interactions with PP families to support improvements in attendance, punctuality, learning support and overall wellbeing | |
| E | Many children at the academy would continue to benefit from access to | <ul style="list-style-type: none"> • A further Pastoral Mentor will be appointed to help manage increased numbers of children requiring support. | |

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| | pastoral care in a nurturing environment as this can be lacking at home. | <ul style="list-style-type: none"> • Children who otherwise wouldn't, get the opportunity to access such an environment are able to work in an area where growth, care, love and nurture are the focus. • Pastoral sessions will take place in this area at times and allow children to feel safe and comfortable as well as to access caring experiences that they otherwise might not. • Children access a variety of 'soft skills' / emotional health based interventions to support wellbeing and growth • Pastoral team support parents also. | |
| F | Attendance for PP children is in line with that of non PP children and lateness decreases so that PP children impacts upon their start to the school day and wider learning experiences. | <ul style="list-style-type: none"> • Improved attendance for PP pupils in line with non PP pupils • Reduced number of persistent absentees • PP children's attendance is at or around the school target 97% • The gap between PP and NPP attendance will be narrowed. • Missed/ lost lesson time is decreased and PP children access the full range of lessons and experiences on time. | |
| G | A number of children eligible for PP also have additional needs (SEN, social and emotional needs etc) which can impact upon and affect performance and progress at school and the child's wider learning experiences. | <ul style="list-style-type: none"> • Children who are PP make ARE for progress and attainment in line with those children who are not PP • Children who are PP and SEN will make progress against individual starting points. • Children's additional needs are supported and overall progress and appropriate attainment are not impacted. • Children are targeted for and access or are signposted to the correct support and guidance | |
| H | With appropriate support, guidance and monitoring Y6, and Y6 boys in particular improve overall engagement and behaviour standards | <ul style="list-style-type: none"> • Children are positively engaged in learning and school life • Incidents of undesirable behaviour are minimised and eventually eradicated because children are positively engaged and motivated to follow the rules and guidelines in order to effectively underpin learning • Children regulate own behaviour • Children and their parents are targeted for and access or are signposted to the correct support and guidance | |

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| I | Begin to address the impact of COVID and missed school on all children but in particular those with low incomes and those open to services whose parents have poor engagement with school and supporting learning. | <ul style="list-style-type: none"> Measures are put in place to address attendance and punctuality patterns and habits that have arisen during and after lockdown Variety of before, during and after school interventions are implemented and carried out by school and non school staff. These have a positive impact in 'gap-filling' and confidence building Devices and materials are provided to those children who do not have access. Electronic, printed and stationery resources support children to be able to learn at home. Support given to parents to upskill and build confidence so that they can adequately support their child. | |
| J | Many children do not have support at home for the learning of key and life skills including knowing about healthy eating, exercise, the importance of sleep, routines, using a knife and fork, hygiene and cleanliness etc and enhancement skills and activities eg. Riding a bike | <ul style="list-style-type: none"> Pastoral sessions provided to parents to signpost to appropriate resources, groups and programmes. Children in EYFS all have sessions to learn how to ride a bike and enhance motor skills development. | |

| | Objective | Action | Resources | Cost | Evaluation |
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| A | Based on the starting points of previous EYFS cohorts and following the disruption and impact of this over the last 18 months, EYFS GLD will work hard to be close to or 'at' National Average and all EYFS pupils will make significant progress from their individual starting points | <p>Teachers identify gaps early and interventions are put in place to support closure</p> <p>Implement Speech Leap support for language development</p> | <p>EYFS lead/ specialist teacher/ teaching assistant works with Reception every afternoon on targeted interventions to close gaps and promote accelerated learning</p> <p>Speech Leap screen all EYFS pupils and interventions set up and run throughout the year, for</p> | <p>1 x TA3 5 afternoons per week <u>£12000</u></p> <p>1 day per week throughout the yr and</p> | |

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| | | | those children requiring intervention | programmes shared with in school professionals <u>£13000</u> | |
| B | Reading attainment and progress improves for all children and PP children make similar or better progress than non-PP | 1:1 daily reading intervention Development of and access to high quality books and literature to stimulate interest, expose to rich vocabulary and accelerate progress | TA carries out additional targeted daily reading with all PP children Reading Plus whole KS2 programme is purchased and used on a daily basis for reading interventions across KS2 to improve reading speed, stamina, fluency and overall ability Reading retreat/ library developed including electronic library cataloguing system/ | 2 x TA3 5 afternoons per week <u>£12000</u> <u>£9540</u> Further development of Reading Retreat and purchase of further reading stock including maintenance of electronic library system <u>£5000</u> | |

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| | | | | Purchase of ongoing banded book stock to extend reading opps and to ensure that EYFS and KS1 reading stock is linked to Phonic ability £5000 | |
| C | PP children will be provided with enriching experiences and opportunities that impact on wellbeing and all areas of learning, in particular enhancing speech and writing. | Speech and language intervention and other Interventions take place throughout the week to promote confidence and grow and develop vocabulary and understanding. | Speech and Language Therapist direct intervention X 1 day per week. Library workshop – whole school Subsidised school trips and experiences for enhanced curriculum - £2000 budget per year group+ Treat Day x 3 (rewards for attendance, behaviour, attitude, aspiration) | <u>See above</u> Free <u>£16000</u> <u>£6000</u> | |
| D | Effective pastoral provision ensures that engagement with PP families and children is increased and impacts positively on focus on learning and child’s educational needs | Pastoral Staff, Safeguarding Lead and all Class Teachers support children and families to ensure that distractions to work and progress are minimised and maximum progress/ potential is achieved. | Safeguarding Lead/ Pastoral Team 1:1 parent meetings and support Pastoral Mentor ongoing support to parents and families. | Pastoral Mentor x 2 <u>£40,000</u> | |

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| | | My Concern electronic logging system effectively used to monitor high need families and employ support as a result. | Allocated after school slots and daytime meetings where appr. Training and resource/ licenses Follow up pastoral support resulting from logging | | |
| E | Children at the academy continue to benefit from access to pastoral care in a nurturing environment as this can be lacking at home. | <p>In-class structures to support mental as well as physical health and wellbeing.</p> <p>Full pastoral support timetable that children can access/ be referred to</p> <p>Development of outdoor nurture/ 'forest school' area for nurture, care, reflection and growth.</p> <p>PP Only sessions – different focus each time based on teacher feedback and experiences and support lacking from home</p> | <p>– Go Noodle/ Brain Breaks/ Feelings Charts/ Extended Circle Time/ 1:1 times with TA or pastoral mentor for wellbeing investigation</p> <p>Extensive pastoral support timetable support high need children and families, vulnerabilities</p> <p>Forest School 'Inside Out' Teacher works at Inspire x 1 day per week with classes on rotation</p> <p>Additional sessions booked once per half term</p> | <p>Resources</p> <p>Pastoral as above</p> <p><u>£11,400 (initial payment)</u></p> <p><u>Area maintenance</u> <u>£2,000</u></p> <p><u>£5000 (12 x sessions)</u></p> | |

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| F | <p>Attendance for PP children is in line with that of non PP children and lateness decreases so that PP children impacts upon their start to the school day and wider learning experiences.</p> | <p>Ensure that the performance and progress of PP children is not impacted by attendance and punctuality through a variety of proactive measures.</p> <ul style="list-style-type: none"> - Subsidised clubs - Buy into EWO full service - Meeting attendance and ongoing support - Incentives and rewards for good/ improved attendance and punctuality | <p>Support with attendance and punctuality for high need families (children and parents). Subsidised breakfast and after school club etc</p> <p>Facilitate meetings to address poor attendance and punctuality for PP children and to develop support/ action plans.</p> <p>Purchase and arrangement of rewards and incentives to encourage improvements and sustainability of good attendance and punctuality.</p> <p>Purchase of EWO Service</p> <p>and dedicated office staff member 0.5</p> | <p>£10000</p> <p>£2500</p> | |
| G | <p>Ensure that PP children eligible for PP who also have additional needs (SEN, social and emotional needs etc) which can impact upon and affect performance and progress at school and the child's wider learning experiences, access the correct support/ guidance.</p> | <p>1:1 and additional TA for support for individuals and small groups</p> <p>SENCO/ PP teacher out of class 2 x afternoons per week in order to coordinate provision and support and to assess and impact – putting in intervention and support if appropriate.</p> <p>Pastoral Mentor</p> | <p>1:1 support for 3 high need PP/SEN children</p> <p>Small group support to close gaps between PP/ non-PP children</p> <p>SENCo/PP release time to support referrals, provision and closure of gaps for PP/SEN children.</p> | <p>£15000 2</p> <p>Books <u>£300</u></p> | |

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| | | | Purchase of external resources and assessments to support mental health and wellbeing | | |
| H | Y6, and Y6 boys in particular improve overall engagement and behaviour standards with appropriate support, guidance and monitoring | Advice support and training from BLISS Lunchtime Sport and Behaviour Coach | Support, advice and strategies with staff and children in order to improve behaviour and engagement Sport and behaviour modelling and support. Games set up. Sports ambassadors and playground zoning support | £5000 (24 1 hour sessions per year) 2 hours per day plus additional £10,000 per year | |
| I | Begin to address the impact of COVID and missed school on all children but in particular those with low incomes and those open to services whose parents have poor engagement with school and supporting learning. | | | Class based TAs to be used for interventions all PM Pastoral Mentor as above | |
| J | Many children do not have support at home for the learning of key and life skills including knowing about healthy eating, exercise, the importance of sleep, routines, using a knife and fork, hygiene | | | TBC Little Bikers - £2000 | |

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| | and cleanliness etc and enhancement skills and activities eg. Riding a bike | | | | |
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