

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2024 academic years) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School Overview

| Detail | Data |
|---|-------------------------------------|
| School name | Birch Copse Primary |
| Number of pupils in school | 425 |
| Proportion (%) of pupil premium eligible pupils | 40 PP children (9%) |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021/2022 2022/2023 2023/2024 |
| Date this statement was published | November 2021 |
| Date on which it will be reviewed | July 2022 |
| Statement authorised by | John Micklewhite Headteacher |
| Pupil premium lead | Sarah Smith |
| Governor / Trustee lead | Helena Basham |

Funding Overview

| Detail | Amount |
|---|---------|
| Pupil premium funding allocation this academic year | £56,920 |
| Recovery premium funding allocation this academic year | £4,640 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £4,810 |
| Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £66,370 |

Part A: Pupil Premium Strategy Plan

Statement of Intent

Our aim at Birch Copse Primary School is to provide all students with the opportunity to reach their potential, make good progress and achieve high attainment across all subject areas, irrespective of their background or the challenges they face. Our intention is to provide an inspirational and inclusive teaching and learning environment, with outstanding teaching and learning. Our key objectives are to raise the attainment for those in receipt of pupil premium funding and to continue to diminish any gaps between themselves and their peers. We employ strategies and interventions to remove barriers which can be caused by personal circumstances or gaps in their knowledge and understanding of subjects. We ensure all students have full access to the rich extra-curricular provision on offer at Birch Copse School and are supported in all aspects of school life, enabling them to develop socially and emotionally, as well as academically. As a result, we develop well rounded individuals who achieve their ambitions and flourish in life. Rigorous tracking, careful planning and targeted support and intervention, provide all children the access and opportunities they need to enjoy personal success.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Discussions, observations and assessments indicate that some of our disadvantaged children's personal experiences and the partial school closures due to COVID 19, have had a detrimental effect on their social and emotional development. Also, many of our disadvantaged children do not have the rich and varied experiences as non-disadvantaged children seem to have, meaning their knowledge of the world and vocabulary acquisition is limited which impacts the children academically and socially. |
| 2 | Assessments indicate that Reading attainment among some disadvantaged children is below that of non-disadvantaged children. |
| 3 | Assessments indicate that Writing attainment among some disadvantaged children is below that of non-disadvantaged children. |
| 4 | Assessments indicate that Maths attainment among some disadvantaged children is below that of non-disadvantaged children. |
| 5 | Attendance of our disadvantaged children is high at 96.7%, but it is below the non-disadvantaged children's attendance at 97.4%. There are a few individuals whose attendance is below our school target of 96.2%. |

Intended Outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

| Intended outcome | Success criteria |
|---|--|
| 1 - To achieve and sustain improved wellbeing for our disadvantaged children. | <ul style="list-style-type: none">• Discussions with each child, the results of the student/parent surveys and teacher observations are positive; and the child is happy and able to learn, enabling them to reach their full potential academically, socially and emotionally.• An increased participation in enrichment activities by disadvantaged children (for example: school clubs, educational visits and residential stays, learning a musical instrument, learning to swim, representing the school in sports events, Gifted and Talented opportunities in the wider community).• Feedback received from the specialist adult providing any targeted intervention e.g. ELSA, Lego Therapy, Social groups, Sensory Circuits and counselling is positive and the child's |

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| | <p>well-being is improved. The child is able to use strategies they have learned within their targeted intervention, to help them to manage their emotions and behaviour and address any worries or concerns. Also, feedback received from the targeted children is positive.</p> <ul style="list-style-type: none"> Disadvantaged children have demonstrated increased self-confidence and self-esteem, enabling them to contribute more in class, feel positive about themselves and have higher aspirations for their future. |
| <p>2 - To improve and sustain the disadvantaged children's fluency in reading, the ability to infer meaning in a text and to develop the understanding of a wider vocabulary.</p> <p>To develop the children's enjoyment of Reading.</p> | <ul style="list-style-type: none"> Disadvantaged children achieve or exceed the expected level of progress in reading. Disadvantaged children achieve or exceed the expected level in Reading at the end of KS1. Disadvantaged children achieve or exceed the expected level in Reading at the end of KS2. Disadvantaged children achieve or exceed the expected level in the phonics screening test. Teachers report that disadvantaged children engage with a range of texts and join in class discussion. Children can choose a variety of appropriate texts to read and is able to discuss their enjoyment of the text. Disadvantaged children are regularly heard read by an adult in school. Disadvantaged children are regularly heard read by an adult at home. |
| <p>3- To improve and sustain disadvantaged children's understanding of the terminology used in spelling punctuation and grammar and being able to transfer the knowledge into their own writing.</p> | <ul style="list-style-type: none"> Disadvantaged children achieve or exceed the expected level of progress in writing. Disadvantaged children achieve or exceed the expected level in writing at the end of KS1. Disadvantaged children achieve or exceed the expected level in writing at the end of KS2. Disadvantaged children achieve or exceed the expected level at the end of KS2 in the Spelling, Punctuation and Grammar Standard Assessment Test (SAT test). Disadvantaged children demonstrate a range of spelling, punctuation, grammar and writing style skills in their own writing. Teachers report that disadvantaged children engage with class discussion and writing activities. |
| <p>4 -To reduce the gaps in disadvantaged children's learning which affect their ability to understand and apply mathematical concepts.</p> | <ul style="list-style-type: none"> Disadvantaged children achieve or exceed the expected level of progress in maths. Disadvantaged children achieve or exceed the expected level in Maths at the end of KS1. Disadvantaged children achieve or exceed the expected level in Maths at the end of KS2. Disadvantaged children achieve or exceed the expected level in the Year 4 multiplication tables check. Teachers report that disadvantaged children engage with class discussion in the maths lessons. |
| <p>5 - To achieve and sustain improved attendance for our disadvantaged children.</p> | <ul style="list-style-type: none"> All disadvantaged children meet the school's attendance target of 96.2%. The attendance of our disadvantaged children continues to be above the national schools' average (the most up-to-date national average attendance figure is for Autumn term 2019/20 - 95.1%). The attendance of our disadvantaged children is equal to the attendance of non-disadvantaged children attending the school. |
| <p>6 - To achieve and sustain support to parents of disadvantaged children who require additional support with behaviour, homework and ensuring their child's attendance at school meets expectations.</p> | <ul style="list-style-type: none"> Parents report higher levels of confidence in their ability to support their children at home and at school Parent Liaison Officer, Family Support Worker and Pupil Premium Champion report higher levels of confidence in the parents' ability to support their children at home and at school Parents have been supported financially when necessary so that their children come to school and are not hungry, wear the appropriate uniform, access educational and extra-curricular activities and have been able to attend school. Disadvantaged children have completed homework set by the class teacher. Disadvantaged children are regularly heard read by an adult at home. No incidents of unacceptable behaviour by disadvantaged children have been escalated to the Senior Leadership Team. |

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching

Budgeted cost: £14,602

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Review the standardised diagnostic assessments to ensure they accurately reflect the children's ability.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p> | <p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p> | 2,3,4 |
| <p>CPD for staff to help embed dialogic activities across the school curriculum but especially within Reading lessons. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> | <p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> | 2,3 |
| <p>Recruit an additional Teaching Assistant in Year 3 to support the high number of disadvantaged children in the cohort.</p> | <p>EEF: Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress.</p> <p>EEF: Low-attaining pupils are more likely to claim Free School Meals (FSM)¹. TAs also work more closely with pupils from low-income backgrounds. Indeed, expenditure on TAs is one of the most common uses of the Pupil Premium in primary schools,</p> <p>Teaching assistants Evidence for Learning We help great education practice become common practice.</p> | 1,2,3,4 |
| <p>Employ an additional teacher to provide targeted intervention in Year 3, to support the children, including the disadvantaged children, in Reading, Writing and Maths.</p> | <p>EEF: One to one tuition and small group tuition are both effective interventions.</p> <p>Targeted Intervention delivered by a trained teacher improves the child's outcome.</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> | 2,3,4 |
| <p>Employ an additional teacher to provide targeted intervention in Year 6, to support the children, including the disadvantaged children, in Reading and Maths.</p> | <p>EEF: One to one tuition and small group tuition are both effective interventions.</p> <p>Targeted Intervention delivered by a trained teacher improves the child's outcome.</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> | 3,4 |
| <p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p> | <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> | 4 |

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| | Improving Mathematics in Key Stages 2 and 3 Evidence-based TA-led literacy and numeracy interventions (educationendowmentfoundation.org.uk) | |
| <p>Enhancement of our reading and reading comprehension teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>Investigate and purchase evidence-based literacy interventions.</p> <p>Train staff to deliver evidence-based literacy interventions.</p> | <p>EEF: Reading comprehension interventions have a high impact for very low cost based on extensive evidence</p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind</p> <p>Literacy EEF (educationendowmentfoundation.org.uk)</p> <p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p> <p>Literacy Shed Plus - READING VIPERS</p> | 2 |
| <p>Enhancement of our reading intervention programme for disadvantaged children who have a reading ability below their age expectation.</p> <p>Review the structured reading programmes in use.</p> <p>Identify, purchase and train staff to deliver effective structured reading programmes.</p> | <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind.</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Individualised instruction EEF (educationendowmentfoundation.org.uk)</p> <p>Evidence-based TA-led literacy and numeracy interventions (educationendowmentfoundation.org.uk)</p> | 2 |
| <p>Creation of a vocabulary rich environment where disadvantaged children are exposed to and encouraged to use new words in every area of learning.</p> <p>Include vocabulary from the whole school approach to extending vocabulary document.</p> <p>Engage parents in the development of vocabulary.</p> <p>Display banks of vocabulary across the environment.</p> | <p>Rich vocabulary has a powerful impact on learning - Huntington Research School (EEF partner)</p> <p>Evidence shows that vocabulary is one of the significant factors that proved relevant to children achieving grade A*-C in Maths, English language and English literature (Spencer, Clegg, Stackhouse & Rush 2017) - Closing the Vocabulary Gap by Alex Quigley</p> | 2,3,4 |
| <p>Employ a Pupil Premium Lead to champion the disadvantaged children and ensure that their needs are met through the EEF four step approach.</p> | <p>A designated Pupil Premium Lead ensures that the EEF four step approach is implemented: strategies in place to identify the needs of the disadvantaged children; implement plans to support them; and monitor and evaluate their success.</p> <p>EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf (d2tic4wvo1iusb.cloudfront.net)</p> | 1, 2, 3, 4, 5 |
| <p>Employ two Pupil Premium Teaching Assistants to be key workers for the disadvantaged children to support them academically and emotionally.</p> | <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind.</p> <p>Teaching assistants Evidence for Learning We help great education practice become common practice.</p> <p>Individualised instruction EEF (educationendowmentfoundation.org.uk)</p> <p>Evidence-based TA-led literacy and numeracy interventions (educationendowmentfoundation.org.uk)</p> | 1, 2, 3, 4, 5 |
| <p>Whole staff training on the principles of Therapeutic Thinking. This is to raise awareness of factors affecting children's behaviour, with the aim that the children's behaviour and attitudes to learning, return to the high level they were pre-COVID. This will enable staff to consider how behaviour incidents are viewed and the language we use.</p> | <p>Whole staff training and universal approaches can have positive overall effects:</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p> | 1 |

Targeted Academic Support

Budgeted cost: £38,710

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Divide Year 6 into three smaller classes in maths, rather than two, to facilitate targeted learning to enable the children to make progress in maths. | Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind Small group tuition Toolkit Strand Education Endowment Foundation EEF | 4 |
| Facilitate additional one-to-one and small group interventions in maths, reading and phonics. | Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF | 2,3,4 |
| Additional one-to-one reading sessions for disadvantaged children, whose reading ability is below the expected level. For example: daily reading, reading comprehension sessions, using a structured programme - Catch Up Literacy. | Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) Catch Up Literacy EEF (educationendowmentfoundation.org.uk) | 2,3 |
| Additional targeted one-to-one maths sessions for disadvantaged children focusing on their gaps in knowledge. | Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) | 4 |
| Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. | Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF | 2,3 |
| Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers. These will include: <ul style="list-style-type: none"> • After-school maths tutoring (Yr1-6) • After-school reading comprehension tutoring (Yr6) | Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF | 2,4 |
| Interventions to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills. For example: conversation, turn taking and listening skills; Colourful Semantics – talking in full sentences; following speech therapist guidance. | Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk) | 1,2,3 |

Wider Strategies

Budgeted cost: £13,058

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| Engage the Family Support Worker to work with parents of disadvantaged children who have been identified as requiring practical and emotional support. | Family support worker can offer emotional and practical support to families who are going through long or short-term difficulties. parent_fam_support_fw.pdf (proceduresonline.com) | 1,5 |
| Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve employing a Parent Liaison Officer to support families, be a link between home and school (building relationships) and to improve attendance. | The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk) | 5 |
| Work with parents to help them support and promote the importance of their child's learning. For example: Develop parents' subject knowledge by delivering education sessions for parents and carers; Home and School link book, Reading Record, Stay and Play sessions, Parents' Evenings, productions, PEP and EPEP meetings. | EEF: Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence from our Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year. Working with Parents to Support Children's Learning EEF (educationendowmentfoundation.org.uk) | 1 |
| Enable disadvantaged children to fully access their school experience through providing financial support to their family. For example: educational visits, extra-curricular activities, musical instruction, uniform purchase. | Brighton University study: The known outcomes of children participating in extra-curricular activities (ECA) are well documented. There is also research that links ECA to academic benefits and evidence to suggest that ECA may be especially beneficial to socially disadvantaged pupils Glynnepercy_PhD_thesis.pdf (brighton.ac.uk) EEF: Uniform policies complement the development and support of a whole school culture and approach, which in turn may assist pupil discipline and motivation. Pupils from lower socioeconomic households are less likely to be able to afford the cost of school uniforms. School uniform EEF (educationendowmentfoundation.org.uk) | |
| Deliver ELSA support to disadvantaged children identified as needing support with their social and emotional needs. | There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g. improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk) | 1,5 |
| Deliver Lego Therapy to disadvantaged children identified as needing support with social skills. For example: interaction with others, sharing, taking turns. | Lego Therapy is a therapy to support children with social communication difficulties. Social and Emotional Learning is proven to add 4 months in relation to EEF guidance. Social and emotional learning EEF (educationendowmentfoundation.org.uk) | 1,5 |
| Deliver sensory circuits sessions to disadvantaged children identified as needing support to regulate their sensory needs. | A sensory circuit is a session of physical activities used to alert, organise and calm the child. The sensory circuit facilitates sensory processing to help children regulate and organise their senses in order to achieve the 'just right' or optimum level of alertness required for effective learning. Physical activity EEF (educationendowmentfoundation.org.uk) | 1 |

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| Hold termly one-to-one discussions with each disadvantaged child and complete an annual pupil survey giving the children a pupil voice. | The United Nations Convention on the Rights of the Child sets out the right of children to express an opinion and to be included in decisions that involve and affect them. Various studies have confirmed the benefits of pupil voice: increased pupil engagement, improved relationship between pupils and teachers, better communication between pupils and the school, and providing the right conditions for the school community to become a learning community (<i>Mitra, 2001 and Rudduck et al, 2003</i>). | 1,5 |
| Review, assess, monitor and support the children's mental health: Termly Pupil Profile meetings between the headteacher and class teacher; SENCo and PLO review mental health support; and implement support identified. | EEF: Effective social and emotional learning (SEL) can increase positive pupil behaviour, mental health and well-being, and academic performance. Prioritise social and emotional learning to avoid "missed... EEF (educationendowmentfoundation.org.uk) | All |
| Contingency fund for acute issues that may arise. | Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified. | All |

Total Budgeted Cost:

- Teaching Costs: £14,602
- Targeted Academic Support £38,710
- Wider Strategies £13,058

Total Budget = £66,370

Part B: Review of outcomes in the previous academic year

The following is a review of the eight Desired Outcomes which were identified to address the Barriers to Future Attainment defined in the 2020/21 Pupil Premium Strategy Statement.

When reading this review the following points should be considered:

- Due to the partial national lockdown in early 2021, the school was closed to the majority of children from 4 January until 5 March, and learning took place remotely.
- Due to the COVID-19 pandemic no performance measures have been published for 2020/2021, so no attainment data is presented in the review below.
- The Actions for 2021/2022 section should be reviewed alongside the new 2021/2024 Pupil Premium Strategy Statement outlined above.
- An additional six children became eligible for PP funding during the 2020/2021 academic year, some as a direct impact because of the COVID pandemic.

| Review of Desired Outcomes from the 2020/21 Pupil Premium Strategy Statement | | | |
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| Desired outcome | Chosen action/approach | Impact of support provided | Actions for 2021/2022 |
| <p>A. Each child receives the appropriate emotional and social support in school and their families/foster families/adopted families also feel supported by the school, thereby enabling the child to focus on his/her learning.</p> | <ul style="list-style-type: none"> • Termly PEP meetings will be held. This will allow the school to liaise with the child's parents or carers to discuss the child's family circumstances and history and to set targets for the child, the school and the parents to achieve, depending on the needs of the child. • Meetings will be held with any new Pupil Premium families. This is to begin building relationships between home and school, to learn about any particular needs the child may have and how the school can support them. • Give each child a voice: all PP children will have a chance to voice their opinions about their school life, their learning and any achievements they would like to share. It will also give them an opportunity to share any concerns or worries they may have, which can then be addressed. • Develop the child's social skills and emotional skills through a variety of interventions: one-to-one and small group provision, e.g. play therapy, ELSA, school inclusion, social skills groups. • As a school provide educational and residential visits to inspire the children's learning. Also, provide a range of extra-curricular opportunities to develop skills, build self-esteem/confidence and help to build new friendships. • Provide support with uniform funding so that each PP child is appropriately dressed for school and for PE lessons. This will help the children develop a sense of belonging and feel part of the school. | <ul style="list-style-type: none"> • Virtual PEP meetings (including those requiring the completion of an EPEP) were held termly for each child. CIN meetings were held when required. • PP Champion built successful relationships with parents and carers as a result of meeting with families who were new to PP and with other PP families as necessary. • Each child enjoyed feeding back about their achievements across the year. Any worries or concerns that came up in discussion was shared with the appropriate adults. The children were then given additional support and they then were shown to be happier at school. • A variety of children, throughout the school, have benefited from one-to-one ELSA support and social skills in a small group, as well as parent liaison. The children feel safe and happy at school (taken from child conferences and observations in school) and the family feels supported by the school (taken from parental feedback). • Due to COVID-19 restrictions and school closure, several educational and residential trips did not take place. Those that did take place were financially supported where needed. • Many PP families asked for support when buying school uniform and were very grateful for the support. <p>COVID Impact: During closure of school due to COVID-19:</p> <ul style="list-style-type: none"> ➢ Class teachers were in contact with PP children and their families. ➢ PP children and their families received telephone calls and video-conferencing calls with PP Champion, ELSA TA, Parent Liaison Officer, SENCo and Family Support Worker as required to ensure that the families and children continued to feel supported. | <ul style="list-style-type: none"> • Meet with any new PP parents or carers as this is a successful strategy to build relationships between home and school. • Communicate with PP families that may require additional support for their child/ren or themselves • Hold termly one-to-one discussions with each disadvantaged child and complete an annual pupil survey giving the children a pupil voice. • Continue to meet with SENCo and ELSA regularly to evaluate which PP children require ELSA support and monitor the impact of the support. • Deliver ELSA support to disadvantaged children identified as needing support with their social and emotional needs. • Deliver Lego Therapy to disadvantaged children identified as needing support with social skills. E.g. interaction with others, sharing, taking turns. • Deliver sensory circuits sessions to disadvantaged children identified as needing support to regulate their sensory needs before the start of the school day. • Ensure children and families feel supported coming back to school after the impact of COVID. |

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| | | <ul style="list-style-type: none"> ➤ Some PP children were invited into school to join the keyworker group, where it was felt that they and their families would benefit. ➤ In total, 11 out of 37 (30%) PP children took up the offer of coming into school for their learning. ➤ All PP children had access to a laptop or iPad at home, to be able to engage in the online learning when the school was closed due to government guidance. This meant loaning laptops and iPads to families where necessary. • When the children returned to school following the January to March school closure period, each PP child was interviewed by a PP TA giving all the children an individual welcome back. Any worries or concerns raised by the child were reported to the PP Champion and the child's class teacher, the child then received the appropriate support. | |
| <p>B Pupil Premium children will be working at least at the expected level or working at greater depth in maths by the end of each key stage</p> | <ul style="list-style-type: none"> • The tracking of maths data, especially the percentage of children achieving the expected level in maths, is monitored each term. The data is analysed and relevant interventions are implemented. • Identify and implement personalised one-to-one and small group provision, e.g. <ul style="list-style-type: none"> ○ deepening their understanding in maths through reasoning and using and applying challenges ○ targeted support including increased pace of application of maths skills ○ specific learning objectives to extend learning • Liaise with class teachers and share data analysis for PP children • All PP children will be offered maths tutoring to address gaps in their learning, consolidate their learning or challenge them further so that they gain a greater depth of understanding. • Specific training for PP TAs and other staff • Link maths data of the PP children to teachers' performance management. | <ul style="list-style-type: none"> • Children were identified based on maths data available and received appropriate maths interventions according to their needs. Maths interventions were delivered for individuals and small groups in the autumn and summer terms. The impact of all maths interventions was monitored to ensure they were effective and were changed, if necessary, based on the individual needs of each PP child. • One-to-one maths interventions delivered: <ul style="list-style-type: none"> ○ Foundation stage targeted learning ○ Targeted Maths to address gaps in children's learning ○ Arithmetic skills • Small group maths interventions delivered: <ul style="list-style-type: none"> ○ Targeted Maths to address gaps in children's learning ○ Arithmetic skills • In-class support was provided during maths lessons to support and challenge PP children. • Tutoring: During the autumn term, after-school maths tutoring was offered to children in years 2, 4 and 6. 10 PP children attended and a further 55 non-PP children also received tutoring through 'piggy backing' which is promoted by the Department of Education. In the spring term, there was no tutoring due to the school closure as a result of COVID. In the summer term, all of the PP children in Years 1 to 5 were invited to attend after-school maths tutoring. 53 children attended (26 PP children and 27 non-PP children) • Teachers and TAs received the appropriate maths training and were | <ul style="list-style-type: none"> • Continue to track the levels or attainment and progress for the PP children compared to non-PP children. • Analyse the maths data and organise the targeted one-to-one or small group maths sessions for disadvantaged children focusing on their knowledge gaps. • Continue with the maths tutoring offered to PP children after school. (Yr1-6) • PP TAs to continue to develop their professional development linked to their own performance management so that they are delivering their interventions using the best possible practise • Maths to continue to be a focus on the SDP, so that the number of PP children working at the expected level or working at a greater depth in maths increases. • Continue to link maths data of the PP children to teachers' performance management. |

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| <p>C Pupil Premium children will be working at least at the expected level or working at greater depth in reading by the end of each key stage.</p> | <ul style="list-style-type: none"> The tracking of reading data, especially the percentage of children achieving the expected level in reading, is monitored each term. The data is analysed and relevant interventions are implemented. Children to receive one-to-one and/or in-class support developing their reading skills, with a focus on comprehension. Children to receive small group work on reading and comprehension All infants on phonics-based reading levels received appropriate level books to read at home Year 6 children will receive additional tutoring in reading comprehension. Reading is a high priority for the school: to continue to develop and embed teaching of reading throughout the school so that children will have a greater level of reading, their reading skills will increase, leading to better reading outcomes. Ensure a wide range of reading texts are sourced and are age appropriate for all abilities. Specific training for PP TAs and other staff. Link reading data of the PP children to teachers' performance management. | <p>able to explore and use a range of new equipment/resources.</p> <ul style="list-style-type: none"> Children were identified based on reading data available and received appropriate reading interventions according to their needs. Reading interventions were delivered for individuals and small groups in the autumn and summer terms. The impact of all reading interventions was monitored to ensure they were effective and were changed, if necessary, based on the individual needs of each PP child. One-to-one literacy interventions delivered: <ul style="list-style-type: none"> Targeted learning Reading comprehension Phonics 'Catch Up Literacy' Small group literacy interventions delivered: <ul style="list-style-type: none"> Reading comprehension Phonics In-class support was provided during English lessons to support and challenge PP children. In the autumn term, selected Year 6 children were invited to attend after-school reading comprehension tutoring. Age-appropriate reading resources for differing abilities were bought for use with the children, which the children enjoyed and were suitably challenged. Staff received training about reading strategies and comprehension skills. | <ul style="list-style-type: none"> Continue to track the levels or attainment and progress for the PP children compared to non-PP children. Provide the support needed for individual children. Review and enhance our reading intervention programme for disadvantaged children who have a reading ability below their age expectation. Review the structured reading programmes in use. Identify, purchase and train staff to deliver effective structured reading programmes. Then review impact. Organise additional phonics sessions targeted at disadvantaged pupils who require further phonics support. Continue with the reading tutoring offered to PP children after school. (Yr6) PP TAs to continue to develop their professional development linked to their own performance management so that they are delivering their interventions using the best possible practise. Reading to be focus on the schools SDP next academic year. Continue to link reading data of the PP children to teachers' performance management. |
| <p>D Pupil Premium children will be working at least at the expected level or working at greater depth in writing by the end of each key stage.</p> | <ul style="list-style-type: none"> The tracking of writing data, especially the percentage of children achieving the expected level in writing, is monitored each term. The data is analysed and relevant interventions are implemented. The appropriate writing interventions of support and challenge are implemented for individuals and groups of targeted children, including: <ul style="list-style-type: none"> a range of writing opportunities to complete and discuss strategies for children to plan their writing development of spelling, punctuation and grammar. Children to receive one-to-one and/or in-class support developing their writing skills, with a focus on understanding SPaG terminology and transferring it into their own written work. | <ul style="list-style-type: none"> Children were identified based on writing data available and received appropriate writing interventions according to their needs. Writing interventions were delivered for individuals and small groups in the autumn and summer terms. The impact of all writing interventions was monitored termly to ensure they were effective and were changed, if necessary, based on the individual needs of each PP child. In-class support was provided during English lessons to support and challenge PP children. Foundation stage targeted learning one-to-one sessions were in developing sentence writing and social skills. | <ul style="list-style-type: none"> Continue to track the levels or attainment and progress for the PP children compared to non-PP children. Provide the support needed for individual children. PP TAs to continue to develop their professional development linked to their own performance management so that they are delivering their interventions using the best possible practise. Writing to continue to be a focus on the schools SDP next academic year. Continue to link writing data of the PP children to teachers' performance management. |

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| | <ul style="list-style-type: none"> • Specific training for PP TAs and other staff. • Link writing data of the PP children to teachers' performance management. | | |
| <p>E. Appropriate attendance rates for PP children, taking into consideration ongoing concerns regarding COVID-19.</p> | <ul style="list-style-type: none"> • Use of the First Day Response provision for attendance and lateness. • Engage with parents to discuss any problems with getting their child to school and on time. Identify solutions and support where needed. • PP coordinator, Parent Liaison Officer, Family Support Worker (FSW) and Head Teacher will collaborate to ensure PP attendance is good. Any issues of persistent absentees are followed up and individual cases reviewed regularly. Strategies of how to proceed are agreed and carried out e.g. Education Welfare Officer and Family Support Service involvement. • Regular thorough liaisons between class teachers, PP Champion and Parent Liaison Officer about any issues with PP children attendance. Liaise with Education Welfare Officer, if necessary, and Head Teacher. | <ul style="list-style-type: none"> • Monitoring of persistent absentees or children with regular lateness was carried out throughout the year. PP Champion, Parent Liaison Officer, Family Support Worker, class teacher and Head Teacher discussed and addressed any issues by following up on individual cases and reviewing them regularly. Strategies of how to proceed were agreed and carried out. <p>Note: Attendance data for 2020-21 is not comparable to previous years because of the closure of the school due to COVID-19.</p> | <ul style="list-style-type: none"> • Continue to work with parents/ carers and the children, to ensure they do attend school regularly and are punctual. • Continue to liaise with class teachers, Parent Liaison Officer and the Local Authority Education Welfare Officer, to support families, be a link between home and school and improve attendance. |
| <p>F. Parents receive appropriate emotional, social and practical support from the school to enable them to better support their child at home and at school.</p> | <ul style="list-style-type: none"> • Termly PEP meetings will be held. This will allow the school to liaise with the child's parents or carers to discuss the child's family circumstances and history and to set targets for the child, the school and the parents to achieve, depending on the needs of the child. • Parents are offered support from the PP Champion, SENCo, Family Support Worker and Parent Liaison Officer when needed. • Parents and carers are offered support with uniform funding so that each PP child is suitably dressed for school and for PE lessons. This will help the children feel a sense of belonging and feel part of the school. • To support parents and carers financially by providing the funds to cover educational and residential visits to inspire the children's learning. Also, to provide a range of extra-curricular opportunities to develop the children's skills, build self-esteem/confidence and help to build new friendships. | <ul style="list-style-type: none"> • Virtual PEP meetings (including those requiring the completion of an EPEP) were held termly for each child. CIN meetings were held when required. • PP Champion built successful relationships with parents and carers as a result of meeting with families who were new to PP and with other PP families as necessary. • Families were offered support from the PP Champion, SENCo, Family Support Worker and Parent Liaison Officer when needed. Five families (7 pupils) required additional support from the PP Champion this year in addition to the termly meetings. • 18 PP children (43% of all the PP children) took up the offer of financial support with buying uniform last academic year. • 9 PP children (21%) took up the offer of financial support with clubs and activities. • Due to government guidelines for schools during the COVID-19 pandemic, many of the usual educational visits had to be cancelled. However, the following educational activities, visits and residential were able to take place: Foundation - Cronkshaw Fold Farm Virtual Tour Year 1 – Local walk | <ul style="list-style-type: none"> • Continue to develop and build relationships between home and school so that children and families feel supported by our school e.g. support from PP Champion, Parent Liaison Officer and Family Support Worker. • Work with parents to help them support and promote the importance of their child's learning. For example: Develop parents' subject knowledge, such as phonics and reading, by delivering education sessions for parents and carers; use of Home and School link book, PEP and EPEP meetings. • Enable disadvantaged children to fully access their school experience by providing financial support to their family. For example: educational visits, extra-curricular activities, musical instruction, uniform purchase. |

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| | | <p>Year 2 – Virtual London Trip, Pitta Bread and Jacket Potato Preparation and Tasting Experience Year 3 – Sewing Experience – Making a Pencil Case Year 4 – Curry Preparation and Tasting Experience Year 5 – PGL 2-night Residential Trip Year 6 – Virtual Houses of Parliament Tour, Kingswood Residential Trip, Alice in Wonderland Production, Year 6 v Staff Rounders Match, Leaver’s Party Whole school experiences – Virtual Harvest Festival, Virtual World Book Day, Screen-free Day, Red Nose Day activities, Easter Egg Raffle, Environment Day, Year group bubble Sports Days, Year group bubble Mini-Marathon.</p> | |
| <p>G. Children access education and maintain learning in the event of further disruption to schooling from COVID-19.</p> | <ul style="list-style-type: none"> • Differentiated learning packs sent weekly to children when: <ul style="list-style-type: none"> ○ school is closed as a result of COVID-19 ○ the child is waiting for a COVID-19 test result or is in quarantine. • Ensure that all PP children have access to a laptop and the internet. Local authority has allocated 8 laptops for Pupil Premium children in the event of a further lockdown. • Teachers to have regular contact with pupils through emails, telephone calls, closed Facebook groups, videoconferencing and Google Classrooms. • PP Champion, ELSA, Parent Liaison Officer, SENCo and Family Support Worker to continue to support families and children remotely through telephone calls and videoconferencing. | <ul style="list-style-type: none"> • Live Zoom lessons were delivered to all children by their class teacher throughout the lockdown period. • Teaching of the full curriculum continued for all children. • During the period when the school was open, either side of the lockdown period, <ul style="list-style-type: none"> ○ If an individual child was awaiting a COVID-19 test result or was in quarantine, the child was provided with a home learning pack. ○ If the whole class or year group were in quarantine, then live Zoom lessons were delivered. • Children who did not have access to the appropriate technology were provided with laptop/iPads to use at home, enabling the children to access the live Zoom lessons from home. • Where required, school printed out copies of the differentiated learning packs so that all children and families were able to access learning materials. • Free wi-fi, via BT and Vodaphone schemes, were given to families who did not have access to wi-fi/internet. 2 PP families (3 children) and 3 Non-PP families (4 children) took advantage of the wi-fi offers. • Teachers shared their direct contact email addresses to allow parents to contact them when needed. • Purple Mash email was used for the children to email their teachers and to share their learning from home. • Free school meal vouchers were allocated to 19 eligible families (25 children) • Free school meal vouchers were allocated to 23 families eligible for the winter voucher scheme (29 children) • Telephone calls made by the Pupil Premium Lead/ELSA or Family Support Worker (FSW) to vulnerable families when needed. | <ul style="list-style-type: none"> • To continue with the learning plan put in place for the 2020/21 partial closure in the event of further disruption to schooling from COVID-19. • Continue to support the children coming to school after the impact of COVID academically, socially and emotionally. |

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| <p>H. All staff and governors have a good understanding of the PP provision in school and of the attainment and progress of PP children.</p> | <ul style="list-style-type: none"> • Termly staff meetings to discuss each PP child and update information on the child's PP Profile. • Monitor the PP children to ensure: <ul style="list-style-type: none"> ○ they are making expected or exceeding expected progress in reading, writing and maths. ○ the gap between PP children and non-PP children is closing in reading, writing and maths. • Report to governors, at least bi-annually, about the support provided through Pupil Premium funding and PP children's assessment data. | <ul style="list-style-type: none"> • Teachers maintained and kept the Pupil Premium children's profiles up to date. • PP Champion met with the Assessment Leader, analysed the assessment data and identified specific groups to support and/or challenge • PP Champion regularly met with PP TAs to look at the assessment data, discuss the impact of interventions and identify each child's need based on meetings held with class teachers, PP children, parents, SENCo etc. together with the collected data. Timetables of interventions were then edited depending on the needs of individuals and targeted groups. • Governors were given a regular update about PP children, the support provided at our school and the analysis of the data. This was in the form of a written bi-annual report from the PP Champion and the Assessment Leader. The governors fed back that they were extremely happy with the support provided for the PP children at our school and their families. They discussed the data provided and saw that there were improvements in the data for the PP children. | <ul style="list-style-type: none"> • Termly staff meetings to discuss each PP child and update information on the child's PP Profile. • Continue to monitor the PP children's progress through the academic year. • The liaison between the governing body and the PP Champion to continue next year as well as the bi-annual reports. |
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