

# Lyppard Grange Primary School Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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
Lyppard Grange Primary School	
Number of pupils in school	421
Proportion (%) of pupil premium eligible pupils	16.0%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	21/10/2021
Date on which it will be reviewed	21/10/2022 – Annual data and progress update
Statement authorised by	Mr Phil Jackson (Headteacher)
Pupil premium lead	Mrs Hannah Brown
Governor / Trustee lead	Lee Houghton (Governor) John Tilley School Improvement Director)

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£86 010
Recovery premium funding allocation this academic year	£8410
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0 £ 13 641 Recovery Premium carry forward
<b>Total budget for this academic year</b>	<b>£98 061</b>

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year

Although in the Villages Trust the schools are allocated the full funding, as it is representative of the need.

# Part A: Pupil premium strategy plan

## Statement of intent

At Lyppard Grange Primary School Leadership and Management have reviewed our strategy for tackling underperformance of Pupil Premium children. We aim to for our pupils to maximise their academic and social, emotional and behavioural potential in order for them to have high aspirations and a love of lifelong learning.

Given the profile of the pupils demonstrated in the information below and the need to implement a Recovery Curriculum following the pandemic we commit some of the funding to supporting pupils at risk of or diagnosed with mental health disorder so they flourish in our community and achieve their potential. We have a duty to ensure best value for money and our strategy is reflective of this.

Our strategy plan works towards achieving these aims via the following methods:

### 1. Quality First Teaching and Whole School Approach:

Chosen Action/Approach	Rationale for Choice
<b>a) Collaborative Learning</b> Learning activities where students work together in a group small enough for everyone to participate. This can be where group members do different aspects of the task but contribute to a common overall outcome, or a shared task where group members work together throughout the activity.	Pupils learn together recognising one another's skills and providing role models. The ability to work together, recognise points of view, empathise and discuss tasks to deepen learning are important lifelong skills.
<b>b) Feedback/Assessment for Learning</b> Information is given to the learner about their performance relative to learning goals. It can be verbal or written. The school uses teacher assessment, self and peer assessment strategies. The focus for this year and beyond is around teachers applying assessment for learning techniques to close gaps in learning.	This will lead to accelerated progress in students' learning. Feedback leads to pupils achieving the next steps in their learning.

<p><b>c) Meta-cognition and self-regulation</b></p> <p>This is usually by teaching pupils specific strategies to set goals, and monitor and evaluate their own academic development. Self-regulation means managing one's own motivation towards learning.</p>	<p>The intention is to give pupils a repertoire of strategies to choose from during learning activities. These 'learning to learn' approaches help learners think about their own learning more explicitly. They will be ready for High School challenges.</p>
<p><b>d) Mastery Learning</b></p> <p>Learning content is split into units with clearly specified objectives which are pursued until they are achieved. Pupils must demonstrate a high level of success on before progressing to new content. Those who do not reach the required level are provided with additional targeted support.</p>	<p>Learners work through each block of content in a series of sequential steps, thus clarifying learning. Teachers will avoid unnecessary repetition by regularly assessing knowledge and skills, ensuring accelerated progress. As part of our curriculum intent there is an emphasis on retrieval and committing learning to long term memory.</p>
<p><b>e) Phonics</b></p> <p>An approach to teaching reading, and some aspects of writing, by developing learners' phonemic awareness. This involves the skills of hearing, identifying and using sound patterns.</p>	<p>Phonics emphasises the skills of decoding new words by sounding them out and combining or 'blending' the sound-spelling patterns. Children will improve attainment in Reading, Spelling and Writing.</p>
<p><b>f) Reading Comprehension Strategies</b></p> <p>Improving learners' understanding of text. They teach a range of techniques that enable pupils to remember, understand, apply, analyse, evaluate and create when reading.</p>	<p>Raised attainment and improved progression in Reading which will prepare pupils to achieve across the whole curriculum. The Recovery Curriculum identifies this as a priority and individual gaps in learning have been identified and actioned via whole class teaching and intervention programmes.</p>
<p><b>g) Peer Tutoring</b></p> <p>Learners work in pairs or small groups to provide each other with explicit teaching support. The common characteristic is</p>	<p>Peer assessment involves the peer tutor providing feedback to children relating to their performance and can have different</p>

<p>that learners take on responsibility for aspects of teaching and for evaluating their success.</p>	<p>forms such as reinforcing or correcting aspects of learning. This enables all pupils to recognise the next steps in their learning.</p>
<p><b>h) SEMH Support</b>  We have invested in supporting our pupils vulnerable to mental health and social wellbeing disorder. We have done this by providing services that support pupils with the 5 Ways to Wellbeing.</p>	<p>The pupils are given funded access to summer camps and additional sports lessons during the return to school and recovery curriculum implementation stage. These additional services are funded by the recovery catch up premium and the impact will be measured in terms of the pupil's:</p> <ul style="list-style-type: none"> <li>• Connection and relationships with their peers</li> <li>• Levels of physical activity</li> <li>• Learning – additionally discovering interests and talents</li> <li>• Self-awareness – recognising and adopting strategies around feelings, self-regulation, resilience, self-care and emotional intelligence</li> </ul>

**2. Targeted Support:**

<p><b>Chosen Action/Approach</b></p>	<p><b>Rationale for Choice</b></p>
<p><b>a) Pastoral Leader Intervention</b>  This intervention is aimed at supporting pupils and families with applying the whole school SEMH principles. The individuals will have been identified as vulnerable to possible mental health disorder due to adverse childhood experiences or the presence of significant risk factors. The intervention will centre on individual need and aim to reduce anxiety/depression using specific strategies.</p>	<p>SEMH provision at a universal whole school approach level as well as providing personalised support as a protective factor for pupils at risk of underachievement. This is mainly regarding regulation of emotions to avoid expression through behaviours such as low-level disruption, anti-social activities, aggression and bullying. The appointment and work of our Pastoral Leader will promote pupil engagement and the acquisition/embedding of appropriate learning attitudes and behaviours. The approach will aim to</p>

	enable the pupils to be ready to access learning.
<p><b>b) Digital Technology</b></p> <p>The use of digital technologies to support learning. Approaches in this area are very varied, but a simple split can be made between:</p> <ul style="list-style-type: none"> <li>- Programmes for students, where learners use technology in problem solving or more open-ended learning, and</li> <li>- Technology for teachers such as interactive whiteboards</li> </ul>	<p>The school intent is one of developing independent learners who have the skills required for the next stage in their learning at High School. We aim to use the most relevant resources available to promote active learning and research in order to broaden and deepen the curriculum. This approach will be especially relevant for the Most Able Pupil Premium children and in closing the gaps in learning for all.</p>
<p><b>c) Small Group or 1:1 Tuition</b></p> <p>Tuition is where a teacher, teaching assistant or other adult gives a pupil or group intensive individual support. It is as a replacement for other lessons by withdrawing the pupil(s) for extra teaching.</p>	<p>We invest in personalising the learning for our pupils. Any gaps in learning will be targeted on an individual/group basis in order to bridge attainment differences.</p> <p>Baseline assessments upon return to school have identified gaps in learning to be considered when planning whole class lessons. However, individuals have been selected for small group and individual support if they demonstrate a significant lack of progress in relation to their peers.</p>
<p><b>d) Speech and Language Intervention</b></p> <p>Oral language approaches include:</p> <ul style="list-style-type: none"> <li>- Use of a Speech Therapist for pupils with SEND.</li> <li>- Targeted reading aloud and discussing books with young children.</li> <li>- Explicitly extending pupils' spoken vocabulary.</li> </ul>	<p>Oral language interventions emphasise the importance of spoken language and verbal interaction in the classroom. It is a starting point to improving overall Literacy skills and attainment. There is a high incidence of Speech and Language SEND upon entry to the school.</p> <p>The Recovery Curriculum has a specific focus on language and communication</p>

- The use of structured questioning to develop reading comprehension.

within Early Years and into KS1 as the youngest children have not had their Nursery entitlement.

### 3. Other Approaches:

Chosen Action/Approach	Rationale for Choice
<p><b>a) Parental Involvement</b></p> <p>Parental Involvement covers the active engagement of parents in supporting their children’s learning at school. The school monitors all groups attendance and follows up any persistent absenteeism (and late registration) by working with parents on the importance of attendance. This is in the form of face to face meetings, letters and home visits from the Education Welfare Officer. Getting to know the families and brokering positive working relationships will enable teachers to recognise individual needs.</p>	<p>There is a strong link between attendance and attainment of pupils. Historically, vulnerable groups of pupils had lower attendance than their peers and although data indicates a significant improvement in this area we are aware of the need to embed our strategies and work with families.</p> <p>The school places great emphasis on pastoral support and effective partnership and sharing of information with parents will enable staff to personalise children’s learning and offer support with social and emotional needs.</p>
<p><b>b) Educational Visitors, Trips and Extra Curricular Clubs</b></p> <p>Educational visits and extra curricular clubs provide the children with real life experiences and opportunities to engage in activities that they may not get at home. Our programme of visits, visitors and extra curricular clubs aim to improve the quality of education and enable pupils to discover interests, talents, SMSC and a love for lifelong learning.</p>	<p>Evaluations and monitoring carried out within school has identified that in normal circumstances our Pupil Premium families financial circumstances present them with challenges around providing their child with a wide range of opportunities and/or experiences. This has been further highlighted by lockdown and the pandemic circumstances have also led to Non-Disadvantaged children experiencing this. Public Health guidelines have prevented the school from organising educational visits or have specialists coming to visit the children. Therefore, for both academic and personal development outcomes we</p>

	are committed to supporting families financially as more visits are arranged.
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## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils. Our analysis of vulnerability profile indicates that 37.5% of Pupil Premium children have a vulnerability/challenge from the list below.

Commentary may include reference to the impact of the pandemic on Non-Disadvantaged pupils as well so that indications are given as to the allocation of Recovery Premium funding.

Challenge number	Detail of challenge: Data is from 2020-2021 unless otherwise specified
1	<p><b>Diagnosed SEND (Level 2 or above) – 23.9%</b>  <b>Monitoring SEND (Level 1) – 6.0%</b>  <b>Overall SEND – 29.9% of Pupil Premium children are also SEND</b></p> <p>A percentage of our Pupil Premium children also have special educational needs that leave them even more vulnerable to underachievement in relation to their peers. In addition to this, there are Non-Disadvantaged SEND pupils who due to remote learning may not have had specific interventions that they require to meet their needs.</p>
2	<p><b>Adverse Childhood Experiences – Social, emotional and mental health</b>  <b>16% (67 pupils) of the whole school have had an adverse childhood experience</b>  <b>Of those:</b>  <b>36% (24 pupils) are in receipt of Pupil Premium and given the overall whole school % of PP is 16.0% this is an indication that by proportion our disadvantaged pupils are more likely to have experienced an adverse childhood experience in comparison with the non-disadvantaged</b>  <b>Overall, the % of PP children experiencing an adverse childhood experience is 35.8%.</b></p> <p>A significant number of our pupils (Pupil Premium and Non-Disadvantaged) became more vulnerable to developing mental health disorder during the pandemic as risk factors increased (eg family mental health, financial issues, lack of connection with peers, being active, learning new things etc). Upon return to school, every child was individually considered and assessed where necessary regarding mental health. The challenge for the school is in providing a whole school approach to SEMH and intervention programmes for those that indicate signs of potential mental health disorder but who do not yet meet the threshold for diagnosis or specialist health support. The</p>



	Recovery Curriculum and SEMH provision continues to target support for these pupils.
<b>3</b>	<p><b>Attendance and punctuality</b></p> <p>Due to a commitment of working with families and implementing the process of challenging persistent absence the number of Pupil Premium children with a specific attendance or punctuality concern has reduced since the previous strategy (by 8%). However, given the importance of attendance we continue to view it as a challenge as the approach to promoting attendance and punctuality requires day to day embedding of culture. It is interesting to note that four persistent absentees in Y6 have a significant negative effect on overall data.</p> <p>An ongoing target for the school is improving the attendance and punctuality of the Pupil Premium children so that it is consistently at least in line with the Non-Disadvantaged. In addition to this, all pupils had a varying level of support at home with remote learning, thus in comparison with their peers a group of them have developed gaps in learning.</p>
<b>4</b>	<p><b>Safeguarding concern</b></p> <p><b>19.4% of PP have a safeguarding concern</b></p> <p>Our previous strategy and ongoing analysis indicates a large percentage of our Pupil Premium pupils and their families have required Early Help, Child in Need or Child Protection support. This % is even more significant when compared with non-disadvantaged pupils. The Recovery Curriculum, SEMH provision and additional staffing and training continues to ensure high quality support for these pupils.</p>
<b>5</b>	<p><b>Barriers to Remote Learning</b></p> <p>As a school we have analysed and evaluated the remote learning provision and are pleased to report that parents, staff and pupils felt that it was successfully implemented. However, we are also aware that by the pure nature of it, as opposed to face-to-face classroom learning there are barriers such as:</p> <ul style="list-style-type: none"> <li>- Poorer pupil engagement in learning</li> <li>- Access to appropriate resources for all pupils</li> <li>- Pressure on families</li> <li>- Staff wellbeing and workload</li> <li>- Staff absence and/or shielding/isolation</li> <li>- ICT resources in school</li> <li>- Access to teacher CPD to facilitate remote learning</li> <li>- ICT systems incorporating the various styles of learning</li> <li>- Teacher's ability to address misconceptions quickly/provide feedback</li> </ul>
<b>6</b>	<p><b>Significant medical needs</b></p> <p>A proportion of our PP children have high medical needs that in the overwhelming majority of cases require 1:1 support in line with Individual Care Plans. It is important to us that these pupils are</p>

	supported both academically but also in terms of SEMH as they are vulnerable due to having a long standing illness or disability.
<b>7</b>	<p><b>Achievement across the curriculum</b></p> <p>Historically, disadvantaged pupils do not achieve in line with their peers in core subjects such as English and Maths and also across the wider curriculum. By providing them with targeted support and enrichment activities that enable them to boost their self esteem by discovering interests and talents, we aim to close the gap.</p>

## 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. There are some outcomes that refer directly to targets in relation to our Pupil Premium children. Other intended outcomes should be read as for all pupils, especially those identified as needing to close gaps in learning or receive SEMH intervention.

Intended outcome	Success criteria
The progress of all groups including the most able Pupil Premium children is high compared to national outcomes and compares favourably to their peers.	<p>End of KS2 data indicates better than average progress in English and Maths in comparison with their peers in school and nationally.</p> <p>At key data collections such as end of Reception, Y1 phonics, KS1 Assessments and the Y4 Multiplication Tables Test the Pupil Premium children perform at least in line with the non-disadvantaged pupils in school and nationally – whether that be an attainment or progress measure.</p> <p>Internal data gathered from our assessment system and via monitoring indicates pupils are making progress and achieving well in comparison with their peers across the curriculum.</p> <p>Internal and external data indicates that pupils have successfully closed gaps in learning.</p>
To develop the knowledge of pupils' individual social and emotional needs (SEMH) which affect their learning and improve their readiness to learn. This includes promoting self confidence strategies such as Growth Mindset etc and also raising awareness of potential self care strategies around SEM.	<p>Pupil voice indicates that they feel supported by their peers and adults in maintaining a positive mental health.</p> <p>Behaviour logs, PSPs and individual data indicates an improvement in the pupil's behaviour and/or that they are applying protective factors to access learning.</p>

	Individual achievements are highlighted via case studies and/or intervention programme impact data and monitoring.
<p>Increased progress and attainment for Pupil Premium children across the school – the focus is on the wider curriculum so that pupils discover talents and interests.</p> <p>This includes providing further enrichment learning opportunities within different curriculum areas in order to foster lifelong learning and habits</p>	<p>Pupils demonstrate that attainment is at least in line with their peers when taking account the full range of curriculum subjects. Internal data, pupil voice and monitoring provides evidence for this.</p> <p>Monitoring data demonstrates that Pupil Premium pupils are engaging in extra curricular and enrichment activities to discover interests and talents.</p>
To improve the attendance rates of Pupil Premium children compared to Non-Disadvantaged children.	<p>Pupil Premium attendance overall is 96% or above and falls at least in line with non-disadvantaged pupils.</p> <p>There are no Pupil Premium children who are defined as persistent absentees.</p>

Our strategy is based on providing support via quality teaching for all, targeted support and using other approaches for pupils with specific needs. We have used the DfE recommended Education Endowment Federation (EEF) Toolkit to inform us of strategies of support that will have the maximum amount of impact on the learning outcomes for our Pupil Premium children.

As part of this process we are aware of best value for money in relation to cost and the suggestion of impact from research. As part of the review process we will assess impact on the pupils in our unique school setting to check whether this is different to the Toolkit analysis. Ongoing Review of impact takes place termly using a variety of monitoring activities such as:

- Pupil Progress Meetings
- Book Scrutiny
- Data Analysis
- Learning Walks
- SEND Assessment
- Lesson Observations
- Pupil Voice
- Governor Visits

This data is used to inform our future Pupil Premium Strategy.

## 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. The funding will be used to supplement our budget allocations mainly within:

- Achievement in core subjects – closing the gaps in learning

- Achievement in the wider curriculum – enrichment
- Personal development – mainly Social, Emotional and Mental Health
- Individualised support – SEND needs that require an increase in support outside of SEN funding
- CPD within core priorities – curriculum, teaching, learning, assessment and SEMH

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £25615

Activity	Evidence that supports this approach References: - <b>EEF Toolkit Categories</b> - <b>Identified Challenges</b>	Challenge number(s) addressed
Phonics Scheme Resources	<b>£10500</b> Phonics and Reading Comprehension Mastery Learning Feedback/Assessment for Learning	1 5 7
Spelling Scheme Resources – KS2	<b>£2500</b> Phonics and Reading Comprehension Mastery Learning Feedback/Assessment for Learning	1 5 7
Quality 1 <sup>st</sup> Teaching CPD for SEND/PP	<b>£600 (pro rata in relation to all SEND)</b> Quality first teaching regarding targeted support for SEND and PP, without overly differentiating their personalised curriculum will aid closing gaps in learning. In light of the pandemic quality assessment for learning has been reinforced with all staff via CPD and monitoring. SEND Phonics and Reading Comprehension Mastery Learning Collaborative Learning Feedback/Assessment for Learning Digital Technology Barriers to Remote Learning	1 5 6 7
Mental Health Leader – CPD and resources	CPD - £400	2

for whole school approach	Resources – £250 <b>£650</b> SEMH Meta-cognition and self-regulation Parental Involvement Collaborative Learning Peer Tutoring ACEs and Trauma	3 4 6 7
Sports Coaches for additional PE lessons and enrichment	<b>£5765</b> SEMH Collaborative Learning Peer Tutoring	3 7
Relax Kids Sessions for whole school approach to pupils becoming more aware of self-care strategies	<b>£1260</b> SEMH Meta-cognition and self-regulation ACEs and Trauma	1 2 4 6 7
Specialist Music provision within the curriculum	<b>£2840</b> Mastery Learning Feedback/Assessment for Learning SEMH Collaborative Learning Peer Tutoring	3 7
Digital Education Platform to support remote learning and homework	<b>£1500</b> Phonics and Reading Comprehension Mastery Learning Feedback/Assessment for Learning Digital Technology Barriers to Remote Learning	1 3 5 7

**Targeted academic support (for example, tutoring, one-to-one support structured interventions)**

**Budgeted cost: £97496**

<b>Activity</b>	<b>Evidence that supports this approach</b> <b>References:</b>	<b>Challenge number(s) addressed</b>
	<ul style="list-style-type: none"> <li>- <b>EEF Toolkit Categories</b></li> <li>- <b>Identified Challenges</b></li> </ul>	

<p>Tutoring 1:1 and Group Recovery and Closing Gaps in Learning</p> <p>Identified within this strategy as it is relevant for our pupils. However, the allocation has been taken from Catch Up Premium funding stream.</p>	<p>Staffing: <b>£5900</b></p> <p>Reading, Writing and Maths Intervention Programmes to close gaps in learning across the whole school, based on pupil progress from previous baselines and vulnerability factors.</p> <p>Mastery Learning Collaborative Learning Feedback/Assessment for Learning Digital Technology Meta-cognition Peer Tutoring</p>	<p>1 2 4 5 7</p>
<p>Pastoral and SEMH Support Leader Recovery Curriculum</p>	<p>Salary – £19698 Resources - £500 <b>£20198</b></p> <p>SEMH</p> <p>Meta-cognition and self-regulation Parental Involvement Peer Tutoring ACEs and Trauma</p>	<p>1 2 4 7</p>
<p>Phonics Educational Resources  Y3 support resources</p>	<p>KS2 - <b>£265</b></p> <p>Catch Up allocation for specific programmes</p> <p>Phonics and Reading Comprehension Mastery Learning Feedback/Assessment for Learning</p>	<p>1 5 7</p>
<p>EYFS Classroom Support and Targeted Intervention Programmes</p>	<p>Salary - <b>£15321</b> (Full Time). Pro Rata regarding SEND as these are outside of PP/Recovery – equates to 70% of salary</p> <p>Language Link – Speech and Language 1:1 Reading Phonics Vocabulary Arithmetic Social and Emotional skills – SEMH</p>	<p>1 2 7</p>
<p>Y1 Classroom Support and Targeted</p>	<p>Salary - <b>£7660</b> (am Hours)</p>	<p>1 2 7</p>

Intervention Programmes	Pro Rata regarding SEND as these are outside of PP/Recovery – equates to 70% of salary Language Link – Speech and Language 1:1 Reading Phonics Vocabulary Arithmetic Social and Emotional skills – SEMH	
Y2 Classroom Support and Targeted Intervention Programmes	Salary - £9849 x 2 <b>£15321</b> Pro Rata regarding SEND as these are outside of PP/Recovery – equates to 70% of salary Language Link – Speech and Language 1:1 Reading Phonics Vocabulary Writing Cognitive processing – memory EHCP Targets – including lunchtime support 1:1 behaviour support Arithmetic Social and Emotional skills – SEMH	1 2 7
Y3 Classroom Support and Targeted Intervention Programmes	Salary - <b>£7660</b> (PM Hours) Pro Rata regarding SEND as these are outside of PP/Recovery – equates to 70% of salary Responsive Core Subject Intervention Spelling Language Link – Speech and Language 1:1 Reading Language for Thinking Cognitive processing – memory Vocabulary Social and Emotional skills – SEMH	1 2 7

<p>Y4 Classroom Support and Targeted Intervention Programmes</p>	<p><b>Salary - £6939</b>  Pro Rata regarding SEND as these are outside of PP/Recovery – equates to 70% of salary  Fine Motor Skills – linked to life skills  Gross Motor Skills – linked to life skills  Arithmetic  Speech and Language  Reading and comprehension  Responsive Core Subject Intervention  Thinking skills  EHCP Targets – including lunchtime support  Social and Emotional skills – SEMH</p>	<p>1 2 7</p>
<p>Y5 Classroom Support and Targeted Intervention Programmes</p>	<p><b>Salary - £7660 (PM Hours)</b>  Pro Rata regarding SEND as these are outside of PP/Recovery – equates to 70% of salary  Fine Motor Skills – linked to life skills  Cognitive processing – following instructions  Speech and Language  Visualisation  Reading and comprehension  Responsive Core Subject Intervention  Thinking skills  Precision Spelling  Social and Emotional skills – SEMH</p>	<p>1 2 7</p>
<p>Y6 Classroom Support and Targeted Intervention Programmes</p>	<p><b>Salaries - £9849 (PM Hours) + 10 hours per week additional staffing (PCLA) £3745</b>  <b>£10572</b>  Pro Rata regarding SEND as these are outside of PP/Recovery – equates to 70% of salary  Fine Motor Skills – linked to life skills  Thinking Skills  Maths – Pre-teach  Speech and Language  Social and Emotional skills – SEMH</p>	<p>1 2 7</p>



	Precision Spelling Reading and Comprehension SPAG CPLA and CLA 1:1 Support – Reading	
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**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

**Budgeted cost: £28360**

<b>Activity</b>	<b>Evidence that supports this approach</b> <b>References:</b> - <b>EEF Toolkit Categories</b> - <b>Identified Challenges</b>	<b>Challenge number(s) addressed</b>
Summer Camp	Staffing Costs - £9000 Sports Coaches - £4000 Resources and utilities - £700 <b>£14300</b> Collaborative Learning SEMH Enrichment Clubs Mastery Learning Meta-cognition and self-regulation Parental Involvement	2 3 4 7
Educational Visits and Extra Curricular Enrichment Clubs Subsidy	EYFS – Y3 31 x £60 per pupil = £1860 Y4 – Y6 36 x £150 per pupil = £5400 <b>Total = £7260</b> Educational Visitors, Trips and Extra Curricular Clubs SEMH Mastery Learning Collaborative Learning	3 7
Musical tuition	<b>£5400</b> Educational Visitors, Trips and Extra Curricular Clubs SEMH Mastery Learning	3 7

Forest School – Specialist Teaching in EYFS	<b>Resources - £500</b>	1
	Collaborative Learning	2
	SEMH	3
	Mastery Learning	7
Educational Welfare Support for Attendance	<b>Service Level Agreement - £900</b>	2
	Parental Involvement	3
		4

<b>Strategy</b>	<b>Cost £</b>
Teaching	25615
Targeted Academic Support	97496
Wider Strategies	28360
<b>Total Budgeted Cost</b>	<b>151471</b>
<b>Income</b>	<b>98061</b>
<b>Overspend</b>	<b>53410</b>

The overspend is manageable within our budget and we will continue to prioritise the pupils SEMH and academic achievement. There will be some strategies where there is flexibility in terms of continuing them if affordability is there (for example tuition, teaching assistant allocation, summer camp). In addition to this, the spend on further phonics resources will not be necessary in future years so we are comfortable with the overspend and its value for money.

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity and extra support during the remote learning period had on pupils in the 2020 to 2021 academic year.

#### Attendance and Punctuality: 2020-2021

	Overall Attendance %	Persistent Absentee (less than 90%) %
Whole School	97.5	4.2
Pupil Premium	95.2	9.0

The % gap between Pupil Premium and the whole school has closed over this academic year as pupils are targeted for intervention and support where necessary at an early stage via the attendance policy procedures. The PP persistent absenteeism being higher was due to specific individuals having to shield because of health vulnerability and others actually isolating due to themselves or family members testing positive. The provision of Education Welfare services have enabled the school attendance to be higher than national figures.

#### Achievement of Pupil Premium:

Due to the impact of the Covid 19 pandemic, the government cancelled all exams in England in summer 2021. This included SATs at Y6 and Y2. The Y4 times tables check was also cancelled. Therefore, there are no external data to measure progress against. Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was most affected in writing achievement due to the school closures.

Our whole school priority on reading for pleasure and pupil engagement in independent reading is reflected in the fact that our PP children's achievement in reading was broadly in line with non-disadvantaged pupils.

Within maths, our targeted recovery curriculum centred on number fluency and problem solving/reasoning. Upon the return to school all of our pupils, including the disadvantaged were performing in line with expectations in number but we identified gaps in learning specifically within geometry. This is to be understood as a result of the Covid pandemic and we are using Catch Up Premium and Pupil Premium to target these areas, as well as quality first teaching.

Our Pupil Premium children who are also SEND did miss out on receiving their allocation of intervention programmes and to a certain extent, support within remote learning. Upon the return to school baseline assessment have ensured our pupil's IEPs continue to be specific to their needs. Some of the Catch Up Premium and Pupil Premium will be used to close any new gaps in learning that have developed. This is through 1:1 tuition, small group intervention and all other aspects mentioned in the quality first teaching and whole school approach section of our strategy.

### **Digital Technology**

We ensured that DfE laptops were claimed and, together with additional school laptops and devices we ensured all disadvantaged pupils (and those without the necessary facilities) were able to access remote learning, thus removing one of our identified challenges.

### **SEMH – Forest School, Pastoral Leader, Whole School Approach - 5 Ways to Wellbeing**

Our vulnerability assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. Our profiles of every pupil demonstrate the impact was particularly acute for disadvantaged pupils as they became more susceptible to risk factors associated with mental health disorder.

We used pupil premium and catch-up funding to provide wellbeing support for all pupils, both on and off-site and targeted interventions where required. These were led by a newly appointed Pastoral Leader and continue upon the return to school. During the latter part of the reporting period we saw a positive impact in that the support for pupils and families led to their personal situations improving as the protective factors we put in place were successful. Our vulnerability profile has been re-adjusted as a proportion of pupils have become 'possible mental health disorder' rather than 'probable' or 'diagnosed'.

This appointment is now permanent and within our staffing structure due to the excellent impact it has had on pupil outcomes. We are building on that approach with the activities detailed in this plan such as providing accredited training for the leader and using pupil voice effectively.

The free Summer Sports Camp was well attended by a large proportion of our disadvantaged pupil premium children. The camp made a positive contribution towards our strategy in providing:

- Parental Involvement
- Collaborative Learning
- Meta-cognition and self-regulation

- Mastery Learning – PE and PSHE
- SEMH Support
- Peer Tutoring
- Educational Visitors, Trips and Extra Curricular Clubs – replacing missed opportunities due to the pandemic

During school closures, some of our capacity in terms of adult resource was spent supporting the emotional well-being and mental health of the adults in the family. Home visits and regular phone calls with follow up actions providing individual support were well received by our disadvantaged and vulnerable families. Adult capacity also had to manage the increased referral to early help provision and signposting to local authority support.

A vital part of applying the 5 Ways to Wellbeing our forest school commitment and lessons show pupils are achieving well regarding their acquisition of key skills such as:

- Connection: healthy relationships and interaction with one another
- Communication and Language: younger pupils are achieving well within areas of Birth to 5 Matters, showing rapid progress from starting points
- Self Awareness: pupils tell us that they enjoy learning about nature and using their senses to discover things about the environment
- Be Active: children are spending a greater proportion of the school day learning outside. Pupil voice indicates they enjoy this approach and Public Health advice indicates that health professionals believe this to have a great impact on mental health and social wellbeing
- Life skills: a key part of becoming active citizens our forest school provision enables pupils to achieve at least age appropriate life skills.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
Summer and Holiday Camps	HAF Camps
Additional sports and PE lessons and clubs	AJ Sports

## Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A for 2020-2021
What was the impact of that spending on service pupil premium eligible pupils?	N/A for 2020-2021