

# Pupil Premium Strategy

1. Summary information					
School	St Mary's Catholic Primary, Poole				
Academic Year	2020-21	Total PP budget	£54,455	Date of most recent PP Review	March 2021
Total number of pupils	400	Number of pupils eligible for PP	39 41 (March 2021) 42 (July 2021)	Date for next internal review of this strategy	July 2021

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard or above in reading, writing & maths	67%	74%
% making expected progress in reading (as measured in the school)	67%	84%
% making expected progress in writing (as measured in the school)	83%	88%
% making expected progress in mathematics (as measured in the school)	67%	79%

3. Barriers to future attainment (for pupils eligible for PP)		
Academic barriers (issues to be addressed in school, such as poor oral language skills)		
A.	Lack of development of language and vocabulary, as shown from results of the BPVS tests carried out on pupil premium children. In the Autumn of 2019, 73% of the children tested had a vocabulary age lower than their real age.	
B.	Poor self-esteem and low aspirations of the children, often stemming from poor parental self-esteem and aspirations, as evidenced from minimal parental engagement with school resulting in lower than expected academic progress and attainment.	
C.	A weakness in spelling, punctuation and handwriting, as highlighted by the recent Ofsted report, resulting in lower writing results for pupil premium children. In the summer of 2020, 33% of PP children did not meet the expected standard in writing at the end of KS2 and 80% of PP children did not meet the expected standard in writing at the end of KS1.	
Additional barriers (including issues which also require action outside school, such as low attendance rates)		
D.	Lack of punctuality and opportunities for extracurricular activities due to monetary and engagement constraints.	
4. Intended outcomes (specific outcomes and how they will be measured)		Success criteria
A.	<p>Lack of development of language and vocabulary.</p> <ul style="list-style-type: none"><li>- A higher percentage of children will have either closed the vocabulary gap between their vocabulary age and their chronological age, or will have a vocabulary age that is above their chronological age, compared to testing in the 2018-19 academic year. In the Autumn of 2019, 73% of PP children tested had a vocabulary age below that of their real age. The focus on language and vocabulary development aims to reduce this.</li><li>- Evidence of an increased use of a variety of vocabulary in their writing, as evident in their books.</li><li>- Increased reading scores in the PIRA and SATs (both KS1 and KS2) (Mid-year review – PIRA tests are no longer being carried out and, as a result of the pandemic, no SATs tests will be taking place in the summer of 2021)</li></ul>	<p>BPVS test on entry in September, repeated in July to analyse impact. BPVS re-tested in March 2021 following the latest lockdown. BPVS re-tested in July 2021.</p> <p>Focus on the high quality teaching of vocabulary in all classes, linked to the implementation of The Write Stuff method in teaching writing.</p>

		Exposure to high quality texts in guided reading.
<b>B.</b>	<p>Poor self-esteem and low aspirations of the children, often stemming from poor parental self-esteem and aspirations.</p> <ul style="list-style-type: none"> <li>- Children and parents will engage more with the school, resulting in improved attendance</li> <li>- Children are more confident in social and learning environments through increased social interactions and a more positive mental attitude.</li> <li>- Children are motivated to learn and have a positive attitude to school, raising their aspirations further.</li> <li>- Children are more prepared to take risks and are resilient in their learning.</li> </ul>	<p>Subsidised breakfast and after school club (25% discount +) to allow children to start and end their school days positively having been fed. It also allows for the development of social skills and play.</p> <p>Subsidised music lessons available to children in KS2 after the parents have paid for one term and if the children show dedication and commitment to the subject.</p> <p>Each child will be offered 1 school jumper or cardigan and 1 PE t-shirt.</p>

C.	<p>A weakness in spelling, punctuation and handwriting, as highlighted by the recent Ofsted report.</p> <ul style="list-style-type: none"> <li>- The spelling and punctuation used by the children will be more accurate across all subjects, as evident in books.</li> <li>- Handwriting of all pupils will be more consistent and neat across all subjects, as evident in their books.</li> <li>- Phonics knowledge will be more secure across both KS1 and 2, resulting in improved spelling and writing results. 60% of PP children passed the phonics assessment in 2020. In the summer of 2020, 33% of PP children did not meet the expected standard in writing at the end of KS2 and 80% of PP children did not meet the expected standard in writing at the end of KS1.</li> </ul>	<p>Quality first teaching and the discrete teaching of spelling, punctuation and handwriting across the school.</p> <p>The implementation of The Write Stuff method of teaching writing.</p> <p>High aspirations of the children.</p> <p>Improvements in ks1 and ks2 SPAG result through focused SPAG teaching across the school.</p> <p>The implementation of Read Write Inc phonics.</p> <p>Pupil conferencing.</p>
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D.	<p>Lack of punctuality and opportunities for extracurricular activities.</p> <ul style="list-style-type: none"> <li>- Children will be more punctual for school and have improved attendance. In the academic year 2019-20, average attendance amongst PP children was 84%. This compares to average attendance amongst the whole school of 87%.</li> <li>- More pupil premium children will be participating in extracurricular activities organised by the school. In the year 2019-20 only 6 (12%) PP children participated compared to over 170 (50%) non-pupil premium children.</li> <li>- A portion of pupil premium money will be used to pay for a dedicated Sports Coach to teach sports lessons whilst teachers are released for 1:1 conferencing times. The sports coach will also run sports clubs across the school.</li> </ul>	<p>A 25%+ discount will be offered to PP parents for breakfast club and after school club to allow access to work for parents.</p> <p>PP children will be offered one paid after school sports club per year.</p> <p>A 75% discount will be offered to FSM parents for residential trips and 50% for other PP children. A 50% discount will be offered for all other school trips.</p> <p>Access for children and parents to the family outreach worker and pastoral care worker.</p> <p>Food bank tickets available to help pp families.</p>
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5. Review of expenditure				
Previous Academic Year				
i. Quality of teaching for all				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost

Targeted vocabulary teaching across the school.	By teaching vocabulary discretely and exposing children to high quality texts, the vocabulary of the children will improve, closing the gap between their chronological age and their vocabulary age.	Vocabulary was a focus for all staff within the school. Texts for guided reading and class reading were carefully selected and discussions about vocabulary were developing within the classroom. The BPVS test was unable to be carried out in July due to COVID-19 and therefore end of year vocabulary scores were not able to be collected and analysed.	Due to the disruption caused by Covid-19, the full impact of this action was not felt; however, before lockdown the teaching of vocabulary was improving and children were being exposed to more language and high-quality texts. Pupil books showed evidence of high quality vocabulary being shared with all groups of learners across year groups using The Write Stuff leading to all learners able to call upon a wider pool of extended vocabulary. We will continue with this approach in the next academic year.	
Discrete teaching of spelling, punctuation and handwriting.	The spelling, punctuation and handwriting will improve throughout the school, with pupil premium children being a focus for the class teacher.	Staff had more of a focus on the teaching of spelling, punctuation and handwriting. This was evident in children's books.	The spelling, punctuation and handwriting was improving across the school. However, with the disruption caused by Covid-19, it is feared that steps backwards may have occurred due to children being out of formal education for an extended period of time. We will continue with this approach in the next academic year.	
High expectations by all members of staff of spelling, grammar and handwriting.	By having consistently high expectations with regards to spelling, punctuation and handwriting, it will ensure that children aspire to achieve their best.	All staff and children were aware of the expectations surrounding spelling, grammar and handwriting and were actively striving to improve. This was evident in the children's books.	The ethos of high expectations was instilled within the school and all staff and children were made aware of the importance of achieving their best. This ethos is now embedded within the school community.	

## ii. Targeted support

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
The pastoral care worker and family outreach worker will offer social and emotional support to the children.	Children will be supported through any social or emotional issues. Children will be building their self esteem and are able to access support such as ELSA and the sensory room, if they require it.	The PCW has had a positive impact on PP children both within school and over the phone during lockdown. In school, PP children were supported with their emotional and social needs and benefited greatly – becoming more positive about school and building their self esteem. The PCW phoned all PP families during the lockdown to offer support and was able to provide additional support such as access to food vouchers and technology.	We will be continuing with this approach in the next academic year as it proved to be a key action for many of our PP children.	
The pastoral care worker and Family Outreach Worker will offer support to pupil premium parents, to increase their engagement with the school.	Parents will be supported through phone calls, meetings and informal drop in sessions. This will increase their engagement with the school and give them strategies to better help their children at home.	The PCW built good relationships with many PP families both in person and over the phone. As a result, PP parents were more likely to engage with the school and were offered advice and support. During the lockdown, parents received a phone call from the PCW and, if needed, were offered advice and strategies to help with their children at home. Physical work packs were printed and posted by the PCW for PP families who were struggling to access the technology for google classroom.	We will be continuing with this approach in the next academic year as it proved to be a key action for many of our PP children and their parents. With the impact of Covid-19, many more parents may need the support of the PCW in the year to come.	

Interventions or scooping in phonics, reading or maths, led by highly trained support staff.	Children will make good progress across all areas, with gaps in their knowledge being filled to enable them to continue to access the curriculum.	When this took place, it was effective in helping children plug gaps in their knowledge, particularly in maths. However, the inconsistency of provision due to other factors within the school meant that it was not fully implemented and effective.	Due to the inconsistent nature of this support, it did not provide the support and benefits that we envisioned. Therefore, we have decided not to continue with this for the next academic year. Instead, 1:1 conferencing with the class teacher will be prioritised.	
1:1 conferencing, focused on the individual targets and needs of the pupil.	Pupils will have individualised and targeted support to boost their academic attainment and progress.	Children and teachers reported that when 1:1 conferencing occurred, it greatly benefited the children. They were able to work on specific targets, build the children's confidence and plug any gaps or extend the children's learning where appropriate. However, conferencing was not always possible due to the HLTAs being used to cover other classes and therefore the offering of 1:1 conferencing was not consistent.	A consistent time slot for conferencing is beneficial to all PP children. This year, many hours of conferencing was lost due to staff being used for cover elsewhere and, as a result, the full impacts were not seen. However, we will continue with this action and are employing a PE coach using PP funding in order to release teachers consistently for conferencing.	
<b>iii. Other approaches</b>				
<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>



Enrichment activities to target the development of language and self-esteem.	By providing the children with enrichment activities, such as breakfast club, after school club and subsidised trips and events, the children will be exposed to wider opportunities which will raise their self-esteem and inspire them.	Many children benefited from the discounted trips, breakfast club, after school club, sports clubs and music lessons. As a result, children were given opportunities they may not have previously been exposed to and their self-esteem and confidence was seen to have grown.	This will be continued for the next academic year and, with the employment of a dedicated sports coach, the quality of the sports clubs offered within the school will be higher. The offering of breakfast and afterschool club are very popular with parents as it allows them to go to work.	
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## 6. Planned expenditure

Academic year	2020-21
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The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

### i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Pupil premium money will be used towards the employment of a sports coach to enable teachers to be released for 1:1 conferencing time.	All teachers will be given an hour per week to conference their PP children, either 1:1 or in a small group if appropriate as the PE coach will take	1:1 conferencing and tuition has been proven by the EEF to deliver approximately 5 additional months progress on average for a child.  PE is a compulsory part of the National Curriculum yet activity levels of children have been falling. Furthermore, it has been suggested that increased activity levels in	The person employed as the Sport Coach will plan and teach schemes of work that build upon previously taught skills whilst also offering extra-curricular sporting clubs and activities. The Sports Coach will be monitored by the PE Lead and the Head Teacher.	Head Teacher  PE Lead	<u>Mid-year review</u> A sports coach was employed to begin in September 2020. This has enabled all teachers to have a regular weekly conferencing time with their pupil premium children, focusing on identify and closing gaps caused by the lockdown

	<p>the rest of the class for PE.</p> <p>The Sports coach will also take small groups of PP children twice a week for morning circuit sessions.</p> <p>High quality PE teaching will increase the attainment and self esteem of all children involved.</p>	<p>school enable children to increase their academic attainment whilst simultaneously boosting self esteem and mental well being. <i>(DfE report 2013 – Evidence on Physical Education and Sport in Schools. House of Lords Briefing Paper Number 6836, 17 December 2019 - Physical education, physical activity and sport in schools).</i></p> <p>.</p>	<p>The time the sports coach is releasing teachers to conference is being paid for from the pupil premium budget. The time the sports coach covers PPA comes from the school budget and also uses some sports premium money.</p>	<p>earlier in the year. Teachers have reported positive benefits of the 1:1 conferencing and were seeing improvements in the children's learning in class.</p> <p>The positive impact of the Sports Coach taking small groups for morning circuit sessions has been seen through staff comments about their PP children who are participating. A Year 3 teacher commented that: "When Mr Vince comes to collect 'Child A' he jumps out of his seat. When he returns to class he is far more settled and ready to learn. He engages with the class and completes his tasks with more focus. On the days when Mr Vince doesn't come, he is noticeably different. He is unsettled, he wanders round the classroom and he is far less focused."</p> <p>The PE Coach has commented that: Since running the morning circuits in September I have delivered consistent sessions to regular pupils across the school and key stages. The circuits have been designed to enable children to access further engagement in Physical Activity and hopefully be able to settle the children into the school day, whilst offering a fun environment to do so.</p> <p>'Child 1' (Year 6), at the start of the year struggled with engagement in PE. During the additional time</p>
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				<p>circuits has offered, I have been able to gain a better relationship and understanding, so that now he has more involvement when PE lessons are scheduled and as a result, a better work output.</p> <p>'Child 2' (Year 4), He arrived to circuits with lots of energy, poor concentration and possibly, with the difficulty to connect with the learning process. After several months of circuits, Daniel has improved all of the above and really developed his passion to get better during exercise.</p> <p>'Child 3' (Year 4) Arrived to circuits in September with the lethargy and timid nature when within an outdoor and physical environment. He has now built a much stronger and more resilient nature when faced with physical activities and tasks. Giving it his all and realising how good he can actually be.</p> <p>Having the PE coach employed to lead all PE has also ensured that high quality PE is being delivered, further raising self-esteem and activity levels amongst all children which is having a positive impact on mental and physical wellbeing.</p> <p><b><u>End of Year Review</u></b></p> <p>The sports coach has continued to have a positive impact on the mental and physical wellbeing of all pupils. Pupil premium children have continued to benefit from morning</p>
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					circuit sessions, with teachers reporting visible benefits in terms of concentration and the quality of work of the children when they return to class.
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Targeted vocabulary teaching across the school	By teaching vocabulary discretely and exposing children to high quality texts, the vocabulary of the children will improve, closing the gap between their chronological age and their vocabulary age as measured by the BPVS assessments.	Numerous studies have been conducted which have proven a link between a poor vocabulary and poor academic achievement (for example, Mandy J Maguire et al, 2018 and Fernald, Marchman and Weisleder, 2013). The EEF conducted a study in 2017 which laid out recommendations for how to close the vocabulary gap and Alex Quigley has also written a book titled 'Closing the Vocabulary gap' (2018).	<p>The implementation of The Write Stuff writing programme.</p> <p>BPVS monitoring from September 2020 to July 2021, building on data previously gathered in 2019.</p> <p>A second BPVS set will be purchased to quicken the testing process.</p> <p>Lesson observations and learning walks by SLT and phase leaders. Book scrutinies to monitor the texts being taught and the evidence of the vocabulary being used in children's work.</p> <p>Exposure to high quality texts in guided reading with a focus on discrete teaching on vocabulary found within the texts.</p>	<p>PP Lead</p> <p>Literacy Lead</p>	<p><b><u>Mid-Year Review</u></b></p> <p>A BPVS assessment was carried out on all PP children when they returned to school in September 2020 to determine their vocabulary age against their actual age. 65% of children had a vocabulary age below that of their actual age with 35% having a vocabulary age above their actual age.</p> <p>Results were compared to assessments carried out on those same children in September 2019 and showed that for 46% of children, the gap between their actual age and vocabulary age had widened negatively. One child had the gap between their real and vocabulary age widen by 3 years and 5 months.</p> <p>When all children returned to school after the latest lockdown, the assessments were carried out again to assess if the gap has widened further and by how much. This will allow teachers to focus on those specific children and their language needs, resulting in a closing of the gap or resulting in a vocabulary age above that of their actual age when tested again at the end of the Summer term 2021.</p> <p>The data from March 2021 shows that of all the children tested, 36%</p>
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					<p>had a vocabulary age higher than that of their real age, 59% had a vocabulary age below that of their real age and 5% had a vocabulary age equal to that of their real age. The largest gap between the real age and vocabulary age of a child is -4y2m. A further three children had a gap of more than minus two years. However, three children have a positive gap of more than a year between their vocabulary age and real age.</p> <p>When the data from children present during both the Autumn testing and March testing was analysed, it showed that 47% of children deteriorated and 23% of children improved.</p> <p>In the final term of the 2020-21 academic year the focus on vocabulary (using The Write Stuff scheme) will continue and class teachers will make the development of language a priority during conferencing sessions. The children will be tested once more in July 2021 to see the impact that this has had.</p> <p><b><u>End of Year Review</u></b></p> <p>BPVS testing was carried out in July 2021. Results show that 51% of children had a vocabulary age below that of their real age, 46.2%</p>
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					<p>had a vocabulary age above their real age and 2.6% had the same vocabulary and real age. From September to July, the percentage of children who completed all tests and had a vocabulary age below their real age decreased by 15.4% and those with a vocab age above their real age increased by 12.9%. For children who completed all tests, from September to July 19 showed improvements and 14 regressed. Of those 14, 4 maintained a vocabulary age above their real age but the gap decreased. 61% of pupil premium present for all tests improved from the Autumn to July.</p> <p>In July, the largest gap between a real age and vocabulary age was - 2y7m. This child was previous - 4y2m so a great improvement was seen. 7 children have a vocabulary age more than a year below that of their real age. 3 children have a vocabulary age of more than 3 years above their real age, with a further 3 children being more than a year above their real age.</p> <p>The data shows that there has been an improvement in the vocabulary of most children during the past academic year and this focus on vocabulary has been seen in children's books.</p>
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<p>Discrete teaching of spelling, punctuation and handwriting with a particular focus on phonics.</p>	<p>The phonics knowledge, spelling, punctuation and handwriting will improve throughout the school, with pupil premium children being a focus for the class teacher, resulting in improved phonics and reading results in KS1 and increased writing results in KS2.</p>	<p>In the most recent Ofsted report (February 2019), it was noted that “The quality of pupils’ writing is sometimes undermined by their weak spelling, punctuation and handwriting.”</p> <p>By children having more efficient and legible handwriting, it will improve the ease and production of written pieces of work, thus improving self-confidence and self-esteem. By improving their knowledge and proficiency in phonics, it will lead to improved reading and spelling across their school lives.</p>	<p>Book scrutinies, learning walks and lesson observations will monitor the teaching and learning of spelling, punctuation and handwriting.</p> <p>The implementation of Read Write Inc phonics will ensure that all children have solid foundations in both phonics and spelling. The Write Stuff writing programme will build upon this solid foundation for children across the school.</p>	<p>Head Teacher and Deputy Head</p>	<p><b><u>Mid-Year Review</u></b></p> <p>Read Write Inc phonics has been implemented effectively in EYFS and KS1, with teachers reporting positive impacts on reading levels and during internal assessments. During the current lockdown, daily differentiated phonics was being assigned on the google classrooms.</p> <p>Looking at the phonics data from November 2020, December 2020 and the most recent in March 2021, in EYFS one PP child has increased their reading level by one whereas one child has decreased their reading level by one. However, the child who has decreased has additional learning needs that are becoming more apparent as he spends more time in school.</p> <p>In Y1, the phonics data shows that from September to March, 50% of PP children have improved and have moved up phonics groups. Of this 50%, one child has moved up six phonics levels and another has moved up five. During the same period, 20% (2 children) have remained in the same phonics colour group. Of these 2 children, one has severe additional medical needs and has missed many days of school due to this. The other</p>
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					<p>child is now receiving interventions to ensure they improve.</p> <p>20% of pupil premium children in year 1 have moved down a phonics group. The 20% that went down moved down a group after the lockdown from January to March and are being targeted for interventions. 10% of PP children cannot be tracked due to joining the school during the lockdown and therefore we do not have data for them from September.</p> <p>The Write Stuff writing programme has been successfully implemented with teachers reporting positive impacts on children's writing and language use – as can be seen in their writing books. During the lockdown, all KS2 year groups have been using the approach on the google classroom, with some using live lessons by Jane Considine (author of The Write Stuff) to maintain this approach until the children return.</p> <p>Teachers have commented and have seen evidence in books as to the effectiveness of The Write Stuff as a strategy for teaching writing (see Appendix B). A year 6 class teacher commented that: "through the implementation of The Write</p>
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					<p>Stuff, I have seen that the children's use of vocabulary has become more adventurous and sophisticated. Their punctuation has become more accurate and they are able to write a wider range of sentence types than before. Without this approach, this would not be possible (as seen in previous years).The pupil premium children have particularly benefited from the exposure to higher level vocabulary and this can be seen in their work. The PP children are now able to access the writing lessons more effectively and are able to keep up with their peers rather than catch up. It has given the PP children more confidence and, as a result, I am seeing increased engagement in class discussions and they are far more willing to share their ideas and vocabulary.”</p> <p>In the Autumn term the Read Write Inc spelling scheme was purchased and implemented across Y2-6 in order to focus on the discrete teaching of spelling. Due to the current lockdown, this has paused and so there is not currently enough evidence to make a judgement about its impact on the attainment of the children.</p> <p><u>End of Year Review</u></p>
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					<p>The Read Write Inc spelling scheme was continued in the summer term; however, due to the amount of learning lost due to the lockdown, the impacts are still yet to be seen.</p> <p>The impact of The Write Stuff is again, yet to be fully seen due to the lockdown interrupting its implementation. The whole school data does not show great movement in the percentage of children reaching the expected standard or beyond in writing, with 49%% of PP children achieving Expected+. The pupil premium percentage is still below that all pupils, with 73% achieving Expected+. Teachers have reported that the impact of the lockdowns were still being felt.</p> <p>In the Year 1 phonics test, 71% achieved a pass, with 36% of pupil premium children achieving a pass.</p>
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Total budgeted cost

£9494

## ii. Targeted support

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
1:1 conferencing by teachers, focused on the individual targets and needs of the pupil.	Pupils will have individualised and targeted support to boost their academic attainment and progress.	1:1 feedback has been proven by the EEF to provide a very high impact on the children's progress. Their report states that: "Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average." This 1:1 conferencing time with the pupils will be monitored and evaluated to ensure the time is being used effectively and efficiently. Teachers will focus on identifying gaps, filling those, and moving the children's learning forward with the aim of improving or accelerating their academic attainment.	<p>Tracking sheets have been provided to teachers and they will be monitored by the PP lead. This will ensure that sessions are going ahead and are being used effectively to increase the attainment of the children. Teachers will be held accountable by the PP lead for the actions taken during the conferencing time and the PP lead will provide support if required.</p> <p>The school has purchased a subscription to SchoolCloud –and online portal for holding parent meetings. SchoolCloud can be used for additional meetings with parents of pp children as deemed suitable or necessary.</p>	PP lead	<p><u>Mid-year review:</u> During the Autumn term conferencing took place regularly and records were monitored by the PP lead weekly. Staff members reported positive benefits of the 1:1 conferencing and were seeing improvements in the children's learning in class. It was also allowing them to build a relationship with those children, further supporting their emotional and social needs.</p> <p>During the Spring term, due to the lockdown, conferencing has not been taking place. 44% of PP children were in school during the lockdown. However, PP children have had regular contact with their teachers via the phone and on google classroom if they are not attending school. 100% of PP children who were working at home received at least one well-being phone call from school. 91% received two phone or more calls, with 42% receiving four or more calls during the lockdown.</p> <p>The teachers were asked to assess where the children were</p>

					<p>academically following the latest lockdown. They have reported that 17.5 of Pupil Premium children have regressed in reading, with 7.5% improving. In writing, 27.5% of PP children have regressed with 7.5% improving. In maths, the percentage of children regressing is smaller – only 7.5%, and 5% have improved.</p> <p>As a result of this, gaps that have appeared during the lockdown will be a priority both in class and during conferencing. Pupil premium children will be prioritised for interventions and additional scaffolding and teacher attention will be given to those that need it in class.</p> <p>Teachers have commented that the use of conferencing time is invaluable for them and their children. For example, a year four teacher commented that, “Without this precious time to conference and coach the children's confidence, it wouldn't be able to grow and I couldn't take the time to explain concepts and model them in a small group setting.”</p> <p>A year three teacher commented that during conferencing sessions she was “reading at least x1 book per session. I was able to move him up 2 book levels. We also discovered a passion for non-fiction books and he</p>
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					<p>asked to take ‘Guinness Book of Records’ books home. This has impacted his attitude to reading as he is more open and curious to access and explore our reading garden in Y3.”</p> <p>See Appendix A for additional evidence provided by teachers as to the impact of conferencing sessions.</p> <p><b><u>End of Year Review</u></b></p> <p>The conferencing sessions continued during the summer term, with teachers continuing to report their benefits. The pupil premium attainment data does not show an improvement in the percentage of pupil premium children achieving the expected standard or above in writing, however, the BPVS tests do show that 61% of PP children improved their vocabulary scores from Autumn to Summer.</p> <p>In the Autumn, 51% % of PP children achieved expected+ in writing whereas at the end of the summer term, 49% achieved expected+ in writing.</p>
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<p>TA support for PP children in small groups the afternoons to help close the gaps identified by teachers.</p>	<p>Pupils will have small group or individual support with a trained TA. It will help to fill any gaps that have been identified by the teacher.</p>	<p>The EEF have defined small group tuition as “one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area.” This approach is being used with a TA taking a group of no more than five children (both pupil premium and non-pupil premium) to focus on a particular skill designated by the class teacher.</p>	<p>Class teachers will evaluate where the gaps are and direct the TA's in what to do with the children involved. The gaps in their learning will close; resulting in improved academic attainment and confidence. Evidence of the group work will be seen in their books.</p>	<p><b>PP lead.</b></p>	<p><u><b>Mid-Year Review</b></u>  During the autumn term, TA support was running effectively in the afternoons across the school with regular groups being taken. The main focus has been phonics – both in KS1 and KS2. Children in KS2 with gaps in their phonics knowledge were assessed and grouped before attending small group sessions using the Fresh Start scheme (the continuation from the Read Write Inc phonics programme). Teachers have reported that the children attending these groups have returned with increased confidence and are therefore able to better participate in whole class learning.</p> <p>These sessions have restarted after the most recent lockdown and will continue into the summer term. By the end of the summer term we will see the impact of these interventions on their learning through evidence in books and end of scheme assessments carried out by the TA's running the groups.</p> <p><u><b>End of Year Review</b></u>  During the summer term, interventions continued for both KS1 and KS2. The KS1 phonics results showed at 71% pass rate, with some children showing 14 points of improvement in their scores. The Fresh Start interventions led to</p>
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					teachers seeing improvements in the children's work in class but did not result in an improvement in end of year data. This is due to the fact that moving a child from working towards to expected takes time and, with the impact of the lockdowns, this was unachievable.
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<p>The pastoral care worker and family outreach worker will offer social and emotional support to the children.</p>	<p>Children will be supported through any social or emotional issues. Children will be building their self esteem and are able to access support such as ELSA and the sensory room, if they require it.</p>	<p>The PCW has provided invaluable advice and support for PP children and their parents over the past years, allowing children to be in a better emotional position to access the learning.</p> <p>Maslow’s Hierarchy of Needs clearly states that after the basic physiological needs, such as food, water, warmth and rest are met, that psychological needs of belongingness, and esteem (including emotional needs and friendships) must be met in order for people to be able to reach their potential. By the pastoral care worker supporting the children emotionally and socially, it is helping to fulfil these psychological needs that must be met in order for learning to be most effective and efficient.</p>	<p>The PCW and the FOW will hold regular drop in sessions with parents. (purchased a new online system school cloud).</p> <p>The PCW will maintain her rapport with existing PP parents and build a relationship with new parents.</p> <p>Resources will be brought to aid the PCW in best supporting the children.</p> <p>Monitoring of children and parents accessing her support will be kept by the PCW.</p>	<p>PCW</p>	<p><u>Mid-year review</u></p> <p>The PCW has been in frequent contact with PP families throughout the Autumn term and during the spring term lockdown. This has been through telephone calls, emails and in person. Children have been supported by the PCW in school and virtually whilst at home. This has enabled those children to be able to express their feelings and to be in a more positive mental position ready to learn. An example of the positive impact on academic performance of this support can be seen on a child in year 1 where they were previous working below the expected standard in maths and, at the end of the Autumn term following emotional support from the PCW and teacher, are now working at the expected standard. 44% of PP children were in school during the lockdown.</p> <p>The engagement tracker for during the lockdown shows a positive increase in engagement from pp children.</p> <p>Below is the tracker from week one.</p> <table><tr><th></th><th>Cohort Size</th><th>Number accessing Remote Learning</th><th>% Accessing Home Learning</th><th>Average Daily Hrs Set</th><th>PP</th><th>Non PP</th></tr><tr><td>R</td><td>51</td><td>34</td><td>67%</td><td>3</td><td>3</td><td>2</td></tr><tr><td>Y1</td><td>48</td><td>34</td><td>71%</td><td>3</td><td>4</td><td>3</td></tr><tr><td>Y2</td><td>60</td><td>41</td><td>68%</td><td>3</td><td>3</td><td>3</td></tr><tr><td>Y3</td><td>56</td><td>37</td><td>66%</td><td>4</td><td>3</td><td>2</td></tr><tr><td>Y4</td><td>62</td><td>39</td><td>63%</td><td>4</td><td>3</td><td>2</td></tr><tr><td>Y5</td><td>64</td><td>42</td><td>66%</td><td>4</td><td>3</td><td>2</td></tr><tr><td>Y6</td><td>60</td><td>29</td><td>48%</td><td>4</td><td>4</td><td>3</td></tr><tr><td>Average</td><td>57.28571429</td><td>36.57142857</td><td>64%</td><td>3.571428571</td><td>4</td><td>2</td></tr><tr><td>Total</td><td>401</td><td>256</td><td>64%</td><td>25</td><td></td><td></td></tr></table>		Cohort Size	Number accessing Remote Learning	% Accessing Home Learning	Average Daily Hrs Set	PP	Non PP	R	51	34	67%	3	3	2	Y1	48	34	71%	3	4	3	Y2	60	41	68%	3	3	3	Y3	56	37	66%	4	3	2	Y4	62	39	63%	4	3	2	Y5	64	42	66%	4	3	2	Y6	60	29	48%	4	4	3	Average	57.28571429	36.57142857	64%	3.571428571	4	2	Total	401	256	64%	25		
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					<p>Below is the tracker from week 5 (the week before half term)</p> <table><tr><th colspan="5">Context</th><th colspan="2">R/</th></tr><tr><th></th><th>Cohort Size</th><th>Number accessing Remote Learning</th><th>% Accessing Home Learning</th><th>Average Daily Hrs Set</th><th>PP</th><th>Non PP</th></tr><tr><td>R</td><td>51</td><td>38</td><td>75%</td><td>3</td><td>2</td><td>2</td></tr><tr><td>Y1</td><td>49</td><td>32</td><td>65%</td><td>3</td><td>2</td><td>3</td></tr><tr><td>Y2</td><td>60</td><td>43</td><td>72%</td><td>3</td><td>3</td><td>2</td></tr><tr><td>Y3</td><td>56</td><td>35</td><td>63%</td><td>4</td><td>2</td><td>2</td></tr><tr><td>Y4</td><td>62</td><td>35</td><td>56%</td><td>4</td><td>2</td><td>2</td></tr><tr><td>Y5</td><td>64</td><td>48</td><td>75%</td><td>4</td><td>2</td><td>2</td></tr><tr><td>Y6</td><td>60</td><td>45</td><td>75%</td><td>5</td><td>3</td><td>1</td></tr><tr><td>Average</td><td>57.42857143</td><td>39.42857143</td><td>69%</td><td>3.714285714</td><td>2</td><td>2</td></tr><tr><td>Total</td><td>402</td><td>276</td><td>69%</td><td>26</td><td></td><td></td></tr></table> <p>Engagement by the pupil premium children increased across the weeks.</p> <p><b><u>End of Year Review</u></b></p> <p>The PCW has provided emotional and behavioural support to numerous PP families. Uniform and vouchers for shoes was given to four families. Numerous phone calls and face-to-face conversations were held with PP parents to discuss issues that had arisen. Support provided to parents in filling out EHCP applications. PCW is working with local secondary schools to support the transition of PP children, including securing items of uniform.</p>	Context					R/			Cohort Size	Number accessing Remote Learning	% Accessing Home Learning	Average Daily Hrs Set	PP	Non PP	R	51	38	75%	3	2	2	Y1	49	32	65%	3	2	3	Y2	60	43	72%	3	3	2	Y3	56	35	63%	4	2	2	Y4	62	35	56%	4	2	2	Y5	64	48	75%	4	2	2	Y6	60	45	75%	5	3	1	Average	57.42857143	39.42857143	69%	3.714285714	2	2	Total	402	276	69%	26		
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The pastoral care worker and Family Outreach Worker will offer support to pupil premium parents, to increase their engagement with the school and enable school to offer further	Parents will be supported through phone calls, meetings and informal drop in sessions. This will increase their engagement with the school and give them	PCW has built up good relationships with PP parents who are often hard to engage in school life. This is an invaluable link for the school as when these parents are on board it increases the attendance and participation in school life for the children. This increased attendance	<p>The PCW will be able to offer food bank tickets to PP parents. This will be monitored.</p> <p>The PCW and the FOW will hold regular drop in sessions, home visits or phone calls with parents. Attendance will be monitored.</p>	PCW	<p><b><u>Mid-year review</u></b></p> <p>All families were offered one PE top and one jumper/cardigan. This reduced the monetary burden on families and ensured that children started the school year positively.</p> <p>All pupil premium children received a Christmas hamper filled with food,</p>																																																																													

support (monetary, food, clothing) if required.	strategies to better help their children at home. This in turn will improve the children's attendance and thereby their academic results.	<p>and participation will impact positively on their academic results.</p> <p>Maslow's Hierarchy of Needs clearly states that basic physiological needs, such as food, water, warmth and rest, must be met in order for children to be able to have the capacity to learn effectively. By building a rapport with parents, it ensures that any issues are shared with or noticed by the school for support to then be put in place.</p>	<p>Parents will be offered 1 jumper/cardigan and 1 PE top to increase the feeling of belonging to the school.</p> <p>Money will also be used to provide outdoor shoes and clothes for the winter, if needs be. This will allow them to participate at play times and to stay warm and dry.</p>	<p>toiletries and small activities/games. This was delivered to their houses by the Head Teacher and ensured that the families had a more positive Christmas time. By having a positive Christmas experience, it ensured that the children's mental health was improved before returning to school, thereby enabling them to be more ready to learn.</p> <p>Certain families assessed as being in need were given vouchers from the local Parish, organised by our PCE, to the sum of £50. This was given in November and December to enable the families to provide food and clothing, thus enabling their basic needs to be met to enable them to then be able to learn.</p> <p><b><u>End of Year Review</u></b></p> <p>During the summer term, the PCW continued to support many families, with numerous children being given uniform for the current and next academic year. In addition, two children were provided with shoes vouchers. Whole school attendance for the academic year 2020-21 (including the change in reporting during the lockdowns) was 97% whereas the pupil premium attendance was 93%.</p>
<b>Total budgeted cost</b>				<b>£31,600</b>

iii. Other approaches					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

<p>Enrichment activities to target the development of language and self-esteem.</p>	<p>By providing the children with enrichment activities, such as subsidised access to breakfast club, after school club and subsidised trips and events, the children will be exposed to more socialisation with other children beyond their own year groups and it will provide wider opportunities which will raise their self-esteem and aspirations.</p>	<p>In the academic year 2019-20, 6 PP (12%) children participated in additional school activities – such as football club or art club. This is compared to approximately 170 (50%) children who were not pupil premium attending a club.</p> <p>By subsidising these activities, it will encourage pp children to participate in clubs and trips as the monetary element will be eased.</p> <p>By providing a subsidised access to breakfast club and after school club, it will also help parents to be in work as they can work increased hours as they have childcare. The level of subsidy will be monitored on a case by case basis.</p> <p>Instrumental music lessons for KS2 incur an additional cost. By subsidising these, it will allow greater access for PP children who otherwise may not have been able to afford for to learn an instrument.</p>	<p>A range of activities, clubs and events will be organised or subsidised. For example, residential trips, school visits and sports clubs.</p> <p>Individual music lessons will be subsidised in KS2. The uptake and level of commitment by children will be monitored by the music teacher and pp lead.</p> <p>A subsidised breakfast and after school club (a 25% discount) will be offered to all pupil premium children. The breakfast club will allow parents to maintain or improve socio economic prospects by providing subsidised childcare. After school club will allow children to develop their language and self-esteem. A greater discount will be offered if deemed appropriate for certain children and their families.</p> <p>PP children who have a sibling that comes in earlier than them (due to the staggered start times) will be allowed to come into breakfast club if there is adverse weather.</p>	<p>PP lead</p>	<p><b><u>Mid-year review</u></b></p> <p>During the Autumn term, 6 pupils (15%) benefited from access to breakfast club. This ensured that those children were fed in the morning and were therefore in a better position to be able to learn once in the classroom. 9 children (23%) benefited from subsidised access to after school club, allowing parents to work longer hours and giving the children experiences and the chance for socialisation they otherwise would not have had.</p> <p>Attendance amongst PP children during Autumn 2020 was 88%. This compares to whole school attendance (including pupil premium children) of 92%. Moving forwards, PP attendance will be monitored weekly.</p> <p>4 PP children signed up to undertake subsidised individual music lessons which, during the spring term, have not gone ahead due to the lockdown. These have restarted after the lockdown. Money saved during the Spring term will be reallocated according to need during the summer term.</p> <p>Other sports or extracurricular clubs have not been possible this academic year due to the global pandemic and the need to keep bubbles separated.</p> <p><b><u>End of Year Review</u></b></p>
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					<p>4 PP children benefit from continued subsidised music lessons during the summer term, resulting in greater self-esteem and both musical and social skills.</p> <p>Over the course of the year, 8 PP children had subsidised access to breakfast club and 11 had subsidised access to after school club. This allowed for opportunities for the children to socialise and participate in activities whilst enabling parents greater access to work.</p> <p>8 children were given subsidised access to sports clubs during the summer term.</p> <p>Attendance: Over the year, 58% of pp children had an absence rate of less than 95%, with 25% of pp children having an absence rate below 89% and were classed as persistently absent. Absence was monitored and contact with families of persistently absent children was carried out frequently. Arrangements were made to support several children in attending school, such as arranging transport for the child.</p>
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<p>Electronic devices will be purchased to enable PP children to fully access the curriculum and homework.</p>	<p>By providing the children with equipment such as a laptop or data packet, they will be able to complete their homework (which is set online) and to fully participate in learning if they or their bubble need to self-isolate.</p>	<p>During the lockdown it was noted that some PP families lacked access to the internet or a device. This meant that they were unable to fully keep up with their learning.</p>	<p>Money will be set aside for the purchasing of laptops, tablets or data packages and given to families if required. Engagement with online learning will be monitored by class teachers and SLT.</p> <p><u>Mid-year review.</u> No money has been spent on the purchasing of electronic devices. The school has received 22 Chromebooks from CAST and 14 from the DFE for free.</p> <p>40 data cards have been given to the school for free from Vodaphone to allow children access to the internet whilst they are at home.</p> <p>Money will continue to be set aside for the purchasing of technology if it is needed.</p>	<p>PP Lead</p>	<p><u>Mid-year review</u> During the Autumn term the engagement of PP children on google classroom and IXL was monitored regularly and contact was made with families not engaging. In September 2020, 44% of families were not engaging with google classroom or IXL; however, in February 2021 all families are engaging or are being supported through paper packs.</p> <p>During the current lockdown, all pp families were contacted and offered a Chromebook or laptop if they did not have access to technology at home. 14 families have been given a device. 1 family refused a chromebook and 1 family returned theirs as they had their own devices working. 3 families said they preferred a paper pack and so received this.</p> <p>All families have received telephone calls from the pastoral care worker and those learning from home have had telephone calls from the teachers in their year groups.</p> <p>19 families are being highly supported through more frequent phone calls from the PCW and SLT.</p> <p><u>End of year review</u> Families continued to use the technology provided to them to enable</p>
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					their children to complete homework online on IXL.
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<p>The PP lead will be given one hour a week during school hours to implement, monitor and evaluate the PP strategy and all its elements.</p>	<p>The effectiveness of various elements of this strategy will be monitored and implemented, ensuring the best outcomes for the PP children.</p>	<p>The PP lead will require time to effectively carry out their role within the school day. Records of conferencing will be monitored and followed up with relevant staff members, examples of children's work will be looked and scrutinised to look for and evaluate impact of strategies being implemented and discussions will be held with staff members to ensure that all pp children are making the best possible progress. Having time during the school day will mean that the pp lead will be able to work with individual pp children or groups of pp children to further support their learning where necessary.</p>	<p>The work done during the time will be monitored by the head and deputy. Meetings will be held regularly to discuss the impacts of the strategy.</p>	<p>SLT</p>	<p><b><u>Mid-year review:</u></b> During the Autumn term the PP lead regularly monitored and updated an engagement tracker sheet, monitoring the uptake of pp children on google classroom. Conferencing records were monitored and discussions were held with staff members about the effectiveness of the conferencing and its consistency. Conferencing time was more consistent across the Autumn term due to the time being covered by the new PE coach. By having time to monitor, evaluate and discuss the impacts with staff that the strategy is having on the pp children has helped to increase the expectations on those pupils and to maximise the use of conferencing time.</p> <p><b><u>End of Year Review</u></b> The PP lead continued to monitor conferencing sessions and held discussions with staff about the expectations regarding conferencing. The PP lead held meeting with the PP governor and members of SLT to discuss and review the strategy, and to plan the year ahead.</p>
<p>One child requires a special diet and can only eat bananas as a snack. Five bananas a week will be ordered for them.</p>	<p>The child will have a healthy snack every day which will enable them to not be hungry, resulting in an increased level of</p>	<p>Following advice from medical professionals involved in their care, bananas are the only fruit safe for them to eat. By ordering five a week it will allow them to always have a healthy snack available. This snack will provide</p>	<p>Bananas will be added to the breakfast club and after school club food order and put aside for the child each week.</p>	<p>PP lead.</p>	<p><b><u>Mid-year review:</u></b> In the summer of 2020, the child was working at pre-key stage levels. The data from Autumn 2020 and Christmas 2021 shows that they are still working at pre-key stage level. However, their</p>

	concentration in the classroom which will improve their performance.	them with energy and, as they will not be hungry, they will be able to focus more in class on the learning taking place, thereby improving their results.			<p>attendance rate for the Autumn term is 46.6% (mainly due to illness, shielding and medical appointments). This will be a major factor as to why their results have not improved.</p> <p>During the Summer term, the correct attendance procedures will be followed to ensure that there will be improved attendance. Appropriate agencies will be engaged as needed.</p> <p><u>End of Year Review</u></p> <p>The attendance of the child continued to be monitored with agencies becoming involved. When in school, the fruit enabled the child to be more focused on their learning.</p>
Total budgeted cost					£13,361
7. Additional detail					