



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
School name	Barnes Farm Infant School
Number of pupils in school	241
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2024
Date this statement was published	Autumn 2021
Date on which it will be reviewed	March 2021
Statement authorised by	Z. Farmer
Pupil premium lead	E. Bentham
Governor / Trustee lead	K. Corbett

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 40,350.00
Recovery premium funding allocation this academic year	£ 4,350
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£1,003,200

Part A: Pupil premium strategy plan

Statement of intent

Barnes Farm Infant School is determined to ensure that all pupils achieve and are given the highest standards of teaching and learning through delivering Quality First Teaching (QFT). Additionally, focussed support and pastoral care outside of QFT is given to pupils that require it so that they are achieving their full potential.

The allocation of budget for each pupil feeds into the school's budget for pupil premium, rather being ring fenced for an individual pupil. Some pupils will need more support than others and each pupil is individual with individual circumstances. The school considers how to allocate pupil premium money on an annual basis following rigorous data analysis and careful consideration of the needs of the pupils within this group.

We have a clear, strategic approach with an action plan with how to the use of Pupil Premium funding.

This is a three-tiered approach which begins with:

- Teacher and Support Staff CPD to ensure high quality teaching to ensure that that they can meet the needs of all learners.
- Plans are then integrated into targeted wider school support and improvement systems. This may be in the form of 1:1 or small group intervention, targeted feedback and targeted academic support. Progress is then tracked for each individual child. Support and interventions are monitored and evaluated regularly, and in-depth data analysis ensures that the correct support and strategies are identified to maximise progress. This takes place in the form of regular pupil progress meetings, phase moderation and quality assurance agreements.
- Strong leadership ensures that Pupil Premium funding has the necessary impact on achievement, attendance and pastoral care. We have a designated Wellbeing provision – The Owlets Wellbeing Team who support pupils and their families to access outside agencies and opportunities in the wider community. The Owlets Wellbeing Team plan accordingly to meet the needs of those families who have been disproportionality impacted by circumstances which result in them becoming vulnerable or disadvantaged including the recent pandemic. This includes an identified governor having responsibility for Pupil Premium and a coordinated wider disseminated leadership approach to implementing plans. All matters relating to the Pupil Premium are reported back to Governors, ensuring that the school is held to account for the impact of spending. Ensuring all staff takes responsibility for Pupil Premium actions enables school to develop a strong, comprehensive and sustainable support package which leads to improvements in outcomes for all pupils. We will continue to use this funding to enrich pupil's experiences to help them become increasingly confident in all aspects of learning. The targeted and strategic use of the pupil premium grant will support us in achieving our aims and mission statement.

Our Key Principles

- Our BFIS ethos ensures that pupils are given the tools and strategies to become confident and resilient learners, not only in academic achievements but in their social and emotional development.
- We ensure that teaching and learning opportunities meet the needs of all our pupils by providing bespoke and carefully researched curriculum.
- We have high aspirations for **all** pupils.
- We believe that gaps in attainment between groups of pupils can be closed with the correct and appropriate provision.

Systems

- We will track the performance of all those pupils who are eligible for pupil premium funding and will seek to maximise their progress and attainment through quality first teaching (QFT), appropriate interventions and high-quality pastoral support.
- Some funding may be used for interventions or resourcing that will impact positively on the attainment and progress of all pupils or a year group/larger cohort of which the pupils eligible for pupil premium are a part.

All interventions will be rigorously monitored, and impact measured, though it is understood that it may be difficult to separate the efficacy of individual interventions.

Challenges

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

There is a wide range of factors that can impact on the educational achievement of individual pupils. However, we have identified whole school development of the teaching of English and Mathematics to significantly impact on the outcomes of those pupils eligible for pupil premium. In addition to the QFT of English and Mathematics, the following are also important areas to target in 2021 - 2022: Impact of school closure due to COVID-19, Learning Difficulties; Speech, Language and Communication Needs; Autism, Social and Communication Difficulties; Social Emotional and Mental Health Needs. The Pupil Premium funding will be used to support these needs and give additional support in the core subjects through intervention programmes and academic scaffolding to accelerate each pupil's progress from their starting points. In this way, 'gaps' in learning, which have occurred to these barriers, can be addressed. Funds are also used to employ a Family Support and Wellbeing Mentor who supports pupils with Social and Emotional barriers to learning. Pupils eligible for support through this grant may also be supported by the COVID-19 Catch Up Funding (2020 – 2021).

Challenge number	Detail of challenge
	In-school barriers (issues to be addressed in school, such as poor oral language skills)
1	Many of our Pupil Premium children require support to develop reading and writing skills further
2	Children have gaps in their mathematical understanding.
3	Many of our Pupil Premium children often have additional needs such as SEND (37% of Pupil Premium children are also on the SEN register).
4	Over 50% Pupil Premium children have poor communication skills, and this has a direct impact on their learning and emotional wellbeing.
	External barriers (issues which also require action outside school, such as low attendance rates)
5	Many of Pupil Premium children require intensive emotional support.
6	Attendance rates for many of our Pupil Premium children are lower than our non-Pupil Premium children.
7	Parents/Carers of Pupil Premium children often do not have the resources or skills to support or engage in their children's learning at school.

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.

At Barnes farm Infant School, we measure the impact of pupil premium funding additional interventions through our school tracking system. The school evaluates the impact on each pupil at the end of each assessment period. The evaluation focuses on the progress the pupil has made and their advances towards meeting National Expected standards in key subject areas. Interventions are carefully chosen for the pupil by the Headteacher, Assistant Headteacher(s)/SENCo and Leadership team member responsible for tracking those eligible for PPG, in conjunction with the class teacher. If expected progress is not being made when the pupil is being reviewed, we will then change to a different form of support.

Intended outcome	Success criteria
To improve outcomes for Pupil Premium pupils in reading, writing and mathematics <u>Reading</u> 2019 Actual = 67% 2022 Target = 88%	<ul style="list-style-type: none"> • Identify level of intervention needed • Track individual pupils using pupil passports • Develop LT tracking across year groups with clear roles and expectations • To develop the role of the Family Support and Wellbeing Mentor working alongside PP(+) to raise academic achievement as well as supporting emotional wellbeing

<p><u>Writing</u></p> <p>2019 Actual =33%</p> <p>2022 Target = 85%</p> <p><u>Mathematics</u></p> <p>2019 Actual = 67%</p> <p>2022 Target = 88%</p>	<p><u>PP - To achieve 88% in Mathematics at the end of KS1 (2019 National Benchmark)</u></p> <p><u>PP - To achieve 88% in Reading at the end of KS1.</u></p> <p><u>PP - To achieve 85% in Writing at the end of KS1.</u></p> <p><u>PP - To achieve 88% in Phonics at the end of Year 1 (2019 National Benchmark ALL – 82%)</u></p>
<p>Accelerated progress in Reading and writing across all phases.</p>	<p>Pupil Premium children will make accelerated progress from their starting points by the end of each year, in order to be in line with the progress of non-pupil premium children. This will be measured by the EYFS ELG, National end of Key Stage 1 Assessments and end of year teacher assessments.</p>
<p>Accelerated progress in Mathematics across all phases.</p>	<p>Pupil Premium children will make accelerated progress from their starting points by the end of each year, in order to be in line with the progress of non-pupil premium children. This will be measured by the EYFS ELG, National end of Key Stage Assessments and end of year teacher assessments.</p>
<p>Higher rates of progress for Low Attaining and High Attaining Groups.</p>	<p>Pupil Premium Pupils identified as low and high attaining will make as much progress as ‘other’ pupils identified as low and high attaining by the end of each Year. This will be measured by the EYFS ELG, National end of Key Stage Assessments and end of year teacher assessments. Writing judgements will be moderated internally and externally. Lowest Attaining pupils.</p>
<p>Higher rates of engagement and involvement for Pupil Premium pupils requiring additional emotional support.</p>	<p>Pupil Premium pupils will continue to develop positive learning behaviours. This will be measured via the Leuven Scales/Boxall Assessment/Strengths and Difficulties Questionnaire and ELSA Assessment.</p>
<p>Attendance Rates for Pupil Premium children will be in line with non-PP children.</p>	<p>To ensure Pupil Premium attendance remains in line with non-Pupil Premium children.</p>
<p>To develop systems to support home learning for Pupil Premium children.</p>	<p>A wider audience of Pupil Premium parents will be involved in their children’s learning.</p>

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £22,280.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1. QFT - Continued professional development for all staff members in particular BFIS English curriculum to address whole class reading, phonics and Write to Impress development (advisor support).</p> <p>2. To work with Jonathan Bond (advisor) and use Recovery Curriculum Planning Toolkit (Covid-19) and assessment tools</p> <p>3. Embed the targeted and balanced intervention programme for children who are falling behind their peers at EYFS and KS1 and for SEN children. This may include Alphabet Arc, Direct Instruction, 5 Minute Phonics Box, Zones of Regulation etc.</p> <p>4. Continue to provide and monitor weekly independent and extended writing opportunities in various areas of the curriculum, not just English to challenge targeted learners.</p> <p>5. Class teachers to identify cross-curricular opportunities for writing daily.</p> <p>6. Review timetables to ensure enough time dedicated to English</p>	<p>Rationale: Writing continues to be an area that we need to develop. Early writing approaches to benefit all groups of children, including PP.</p> <p>Metacognition and self-regulation approaches aim to help pupils think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring and evaluating their learning. Interventions are usually designed to give pupils a repertoire of strategies to choose from and the skills to select the most suitable strategy for a given learning task.</p> <p>Those who do not reach ARE during data drops in Year 2 are provided with additional support e.g. small work in Write to Impress lessons so that they can reach the expected level.</p>	<p>1. - Challenge 1</p> <p>2. - Challenge 1</p> <p>3. - Challenges 3, 4 and 5</p> <p>4. - Challenge 1</p> <p>5. - Challenge 1</p> <p>6. - Challenge 1</p>

<p>including the teaching of phonics in Year 1, VIPERS (Year 1 and 2) and We Love to Read Time.</p> <p>7. Monitor to ensure consistency of approach.</p> <p>8. English Lead to provide differentiated professional development support to class teachers and higher-level teaching assistants to develop confidence in the teaching of reading and writing skills including fluency (English Advisor).</p> <p>9. Targeted phonics support provided by the English Subject Lead. Including those pupils needing to retest phonics screening in Year 2.</p> <p>10. Participation subject leadership updates programmes and HUBS through the CTSA/CLP Trust.</p> <p>11. Communication interventions including 'Talk Boost', 'NELI', 'WellComm' and 'Time to Talk' to support and focus on improving communication Skills</p> <p>12. Early Literacy Support for pupils who need to consolidate their phonic knowledge using the Alphabet Arc and/or 5-minute Phonic Box</p> <p>13. Additional moderation opportunities (x2) throughout the year with an external moderator.</p> <p>14. HT and AHT directed teaching support in Year 2 Write to Impress sessions.</p>		<p>7. - Challenge 1</p> <p>8. - Challenge 1</p> <p>9. - Challenge 1</p> <p>10. Challenge 1, 2, 3, 4, 5 and 7</p> <p>11. Challenge 3 and 4</p> <p>12. Challenge 3 and 4</p> <p>13. Challenge 1 and 2</p> <p>14. Challenge 1</p> <p>15. Challenge 1, 3 and 4</p> <p>16, Challenge 1, 3 and 4</p> <p>17. Challenge 1, 3 and 4</p>
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<p>15. Introduce additional reading books to the Big Cat for Letters and Sounds Scheme to allow children on PPG resister to access more than one reading book at a time.</p> <p>16. Access to Big Cat Library, PurpleMash, Word Shark,</p> <p>17. Additional 1:1 time with LSA/HLTA for bespoke interventions e.g. same day/period of support.</p>		
<p>1. QFT - Continued professional development for all staff members by engaging with the Mathematics Mastery approach (including external support).</p> <p>2. Continue to develop BFIS learning environment to ensure it supports children’s mathematical development including structured methods from the Mathematics Mastery approach.</p> <p>3. To ensure that new timetable in Year 1 and 2 allows for daily mathematics opportunities including the daily six-part lesson and an additional mathematics meeting.</p> <p>4. Ensure balance of individual, small group and guided instruction in all classes.</p> <p>5. Targeted interventions such as EPS Maths, including higher achiever Mathematics sessions.</p> <p>6. Provide ‘real life’ opportunities for Mathematics throughout EYFS and KS1.</p>	<p>Rationale: Mathematics continues to be an area that we need to develop. Early numeracy approaches appear to benefit all groups of children, including children from low-income families. There is some evidence that targeted early numeracy approaches, including small group activities, can help children from disadvantaged backgrounds catch up with their peers by the beginning of formal schooling, though not all approaches appear to be equally effective. The Education Endowment Foundation (EEF) suggest a +6 month acceleration in attainment and progress for early numeracy support. Metacognition and self-regulation approaches aim to help pupils think</p>	<p>1. Challenge 2</p> <p>2. Challenge 2</p> <p>3. Challenge 2</p> <p>4. Challenge 2, 3 and 4</p> <p>5. Challenge 2, 4 and 4</p> <p>6. Challenge 2</p> <p>7. Challenge 2</p> <p>8. Challenge 2, 3 and 4</p>

<p>7. Class teachers to identify cross-curricular opportunities for mathematics.</p> <p>8. Embed clear assessment routes including the KPI tracking grids in Year 1 and 2. Monitor to ensure consistency of approach.</p> <p>9. Maths lead to provide differentiated professional development to class teachers and higher-level teaching assistants to develop confidence in the teaching of mathematical skills (including external support).</p> <p>10. Provide professional development for staff e.g. Mathematics Mastery SKEWs.</p> <p>11. Look at ways of monitoring and communicating progress. Explore standardised tests to ensure consistency in judgements. Continue to moderate with local partnerships.</p> <p>12. Staff to identify ways pupils can help each other with mastering content.</p> <p>13. Early Mathematics Support for pupils who need to consolidate their phonic knowledge using the EPS Maths programme or Numicon Breaking Barriers, MyMaths and Times Tables Rockstars online.</p> <p>14. Provide extra support to ensure pupils' have required level of knowledge. Embed 'same day' interventions.</p>	<p>about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring and evaluating their learning. Interventions are usually designed to give pupils a repertoire of strategies to choose from and the skills to select the most suitable strategy for a given learning task. Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress.</p> <p>Mastery: Mastery learning breaks subject matter and learning content into units with clearly specified objectives which are pursued until they are achieved. Learners work through each block of content in a series of sequential steps and complete a assessments and wishes to show their understanding. Those who do not reach the required level are provided with additional group work such as EPS Maths, interventions, peer support, small group discussions, or homework, so that they</p>	<p>9. Challenge 2</p> <p>10. Challenge 2</p> <p>11. Challenge 2</p> <p>12. Challenge 2</p> <p>13. Challenge 2, 3 and 4</p> <p>14. Challenge 2, 3 and 4</p> <p>15. Challenge 2</p> <p>16. Challenge 2</p> <p>17. Challenge 2</p>
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<p>15. Participation subject leadership updates programmes and HUBS through the CTSA/CLP Trust</p> <p>16. Staff training re. deployment of LSA's.</p> <p>17. Additional 1:1 time with LSA/HLTA for bespoke interventions e.g. same day/period of support.</p> <p>18. Additional moderation opportunities (x2) throughout the year with an external moderator.</p>	<p>can reach the expected level.</p>	<p>18. Challenge 2</p>
<p>1. Continue Structured Conversations for an identified cohort.</p> <p>2. Embed LSA's Daily Readers and continue to monitor the impact.</p> <p>3. Develop quality first teaching strategies to support children with Speech, Language and Communications needs.</p> <p>4. SENCo and More Able Leader to support class teachers in developing strategies to support children in class to develop physical skills.</p> <p>5. Embed target setting system to be introduced via PP Passports.</p> <p>6. Embed whole class 'Guided Reading' and VIPERS in Year 1 and 2.</p> <p>7. Moderation across School Partnership – extend to reading and Mathematics.</p> <p>8. Gross Motor skills support including Gym Trail – for pupils to develop and control their movements.</p>	<p>Rationale: Quality of teaching is the single most important driver of pupil attainment and a range of other positive outcomes. Maximising the quality of teaching through the effective deployment and development of teachers and teaching assistants is therefore a high priority. Effective use of Learning Support Assistants has been shown to lead to improvements in pupils' attitudes. Evidence suggests that children benefit from a balanced approach to literacy that includes a range of approaches. The emphasis of the different approaches will shift as children progress; effective diagnosis can help to identify priorities</p>	<p>1. Challenge 1, 2, 3, 4, 5, 6 and 7</p> <p>2. Challenge 3 and 4</p> <p>3. Challenge 1</p> <p>4. Challenge 3, 4 and 5</p> <p>5. Challenge 3, 4, 5 and 6</p> <p>6. Challenge 1</p> <p>7. Challenge 1 and 2</p> <p>8. Challenge 3, 4 and 5</p> <p>9. Challenge 1 and 2</p> <p>10. Challenge 1 and 2</p> <p>11. Challenge 1, 3 and 4</p>

<p>9. Assessment Updates to support school to develop current practice.</p> <p>10. EYFS Updates to support school to develop current practice.</p> <p>11. Additional external advisors and moderation of writing – in particular higher and lower attainers.</p>	<p>and focus teaching to ensure that it is efficient.</p> <p>The Education Endowment Foundation has found that Oral language interventions can accelerate children’s progress by 5 months, Phonics by 4 months and Reading Comprehension strategies by 6 months. Parents play a crucial role in supporting their children’s learning, and levels of parental engagement are consistently associated with children’s academic outcomes. The Education Endowment Foundation has found that Parental Involvement can accelerate children’s progress by 3 months.</p> <p>Additional sources of evidence:</p> <p>Achievement for All. Social Impact Assessment report and Achievement for All Impact Report. Department for Education – Achievement for all – effect on SEND pupils. Mastery. NCETM. National Award for Special Educational Needs Co-ordinator: Learning Outcomes.</p>	
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	National College for Leadership. April 2014.	
<p>1. Ensure all PP are involved in Forest Schools, Drop a Day, and School Visit experiences to develop language and confidence within the class setting.</p> <p>2. Ensure the Forest Schools approach is available to all PP pupils throughout the year and progress monitored.</p> <p>3. Provide professional development for staff re. interactions with children</p> <p>4. Continue to embed the 'Plan, do, review' cycle</p> <p>5. 'Time to Talk' intervention</p>	<p>Rational: Children are not ready to become learners if they are not equipped with the social skills needed for school. This use of PP funding is aimed to prepare the children for learning, progressing from their emotional entry points. The Education Endowment Foundation (EEF) suggest a +3 month acceleration in attainment and progress for Social and Emotional learning and +5 months for developing self-regulation skills and for implementation of a play based approach. Although this spending may not show immediate academic acceleration, it will give potential for academic gaps to be closed in the future.</p>	<p>1. Challenge 5, 6 and 7</p> <p>2. Challenge 5 and 7</p> <p>3. Challenge 5 and 6</p> <p>4. Challenge 3 and 4</p> <p>5. Challenge 3, 4 and 5</p>

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

Budgeted cost: £13,150.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1. Monitor the impact of Structured Conversations, FS & WM Mentoring, Teacher Learning Conversations – Target Setting at Parents Evenings, Teacher/LSA Daily Readers</p> <p>2. Monitor the impact of LSA targeted pupil reads</p>	<p>Estimated Impact:</p> <p>Cases of individual success stories where we have seen children's learning behaviours improve as a result of targeted interventions arising from strategies used from Boxall</p>	<p>1. Challenge 1, 2, 3, 4, 5, 6 and 7</p> <p>2. Challenge 1, 3 and 4</p> <p>3. Challenge 2, 3 and 4</p>

<p>3. Monitor the impact of targeted groups e.g. EPS Mathematics</p> <p>4. SENCo to deliver training for teaching staff re. Effective deployment of Learning Support Assistants. The SENCo will monitor the impact. Effective use of Learning Support Assistants linked to Performance Management Strategies.</p> <p>5. Develop quality first teaching strategies (QTS) to support children with Speech, Language and Communications needs.</p> <p>6. FS&WM to work with 1:1 and small groups.</p> <p>7. Monitor the impact of Sp & L Lead support.</p> <p>8. Key members of staff monitor and track targeted pupils. (HT, AHT/SENCo/FS&WM).</p> <p>9. Adapt and review assessment cycle (Mathematics Mastery approach – new to school September 2019).</p> <p>10. Embed new timetable with Basic Skills/Intervention clear</p> <p>11. Embed whole class ‘Guided Reading.’</p> <p>12. Moderation across School Partnership – extend to reading, mathematics and EYFS EA.</p> <p>13. CASPA (Creating a successful, positive attitude) – Monitor impact and review (Social Skills Lead)</p> <p>14. Follow up on initial training on Attachment Theory to ensure key messages have been understood regarding Attachment training – <i>Is this embedded in school practice?</i></p>	<p>Assessment. Leuven scales not yet being used universally.</p> <p>Rational: Children are not ready to become learners if they are not equipped with the social skills needed for school. This use of PP funding is aimed to prepare the children for learning, progressing from their emotional entry points. The Education Endowment Foundation (EEF) suggest a +3 month acceleration in attainment and progress for Social and Emotional learning and +5 months for developing self-regulation skills and for implementation of a play based approach. Although this spending may not show immediate academic acceleration, it will give potential for academic gaps to be closed in the future.</p>	<p>4. Challenge 1, 2, 3 and 4</p> <p>5. Challenge 1 and 2</p> <p>6. Challenge 3 and 4</p> <p>7. Challenge 3 and 4</p> <p>8. Challenge 1, 2 3 and 4</p> <p>9. Challenge 2, 3 and 4</p> <p>10. Challenge 1, 2, 3 and 4</p> <p>11. Challenge 1, 3 and 4</p> <p>12. Challenge 1 and 2</p> <p>13. Challenge 3, 4 and 5</p> <p>14. Challenge 3, 4, 5, 6 and 7</p> <p>15. Challenge 3, 4 and 5</p> <p>16. Challenge 3 and 5</p>
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<p>15. Zones of Regulation is embedded in whole school approaches and BFIS Curriculum (mental health and wellbeing).</p> <p>16. Evaluate the use of Boxall Assessment as a tool for identifying and tracking Social and Emotional Needs.</p> <p>17. Owlets Nurture Group.</p> <p>18. BCCS working with BFIS to support groups and individuals including counselling, small playgroups.</p> <p>19. Continue to develop whole school understanding of mental health and wellbeing to feed into school curriculum.</p> <p>20. To join the PSHE Association to develop school policy</p> <p>21. To work towards enhanced Healthy School Award.</p>		<p>17. Challenge 3 and 5</p> <p>18. Challenge 3, 5 and 7</p> <p>19. Challenge 3, 5, 6 and 7</p> <p>20. Challenge 3, 5, 6 and 7</p> <p>21. Challenge 2 3, 4, 5, 6 and 7</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £2,885.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1. Breakfast Club 'Happy Walk to School' Club for targeted pupils (FW&SM)</p> <p>2. Attendance Team tracking (to include the FW&SM)</p> <p>3. Consideration of Before and After School Activities to support attendance</p>	<p>PP children who may find coming on to the school site in the morning find the start of the day challenging. This can result in a delay to learning. Therefore, a small intervention before school such as a club will ensure that the pupils are in school happy prior to registration.</p> <p>Attendance – Any pupils identified on the PP register</p>	<p>1. Challenge 3, 5, 6 and 7</p> <p>2. Challenge 3, 5, 6 and 7</p> <p>3. Challenge 3, 5, 6 and 7</p>

	with low/falling attendance will be targeted to ensure that their attendance levels do not fall further.	
<p>1. Identifying opportunities for parents to come into school e.g. Workshops in English and Mathematics.</p> <p>2. Provide Parent and Carer Workshops on a variety of topics over the academic year</p> <p>3. Evaluate Parents Evenings and reports/language used with parents.</p> <p>4. Evaluate the impact of Home Learning set including interactive resources.</p>	<p>Opportunities for parents to attend the school for a variety of working together opportunities. This will need careful consideration in line with COVID-19 guidance.</p>	<p>1. Challenge 3, 5, 6 and 7</p> <p>2. Challenge 3, 5, 6 and 7</p> <p>3. Challenge 3, 5, 6 and 7</p> <p>4. Challenge 3, 5, 6 and 7</p>
<p>1.AHT support and development through conferences and development Hubs to develop a greater holistic view within the school for all pupils</p>	<p>Opportunities for AHT(s) to engage with other professionals to share and develop good practice</p>	<p>1. Challenge 3, 5, 6 and 7</p>

Total budgeted cost: £38,315.00

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

During the 2020-2021 period, our most disadvantaged children remained a school priority. Families and children were identified quickly as a priority and support was given. Learning materials, laptops, access to physical resources and food parcels were provided for our children when they were at home. Welfare calls and daily support was given where needed. In consultation with the Essex Effective Support Windscreen, all of our children were assessed and considered. As a result, our most vulnerable children were invited into school to attend our Key Worker provision where their curriculum targets continued to be met. When the children returned to school, we were rigorous in identifying those with the greatest need.

Our curriculum spending focussed on the following:

- To ensure that every opportunity is given to PP pupils to achieve at least expected National Standard as indicated in the interim teacher assessment frameworks.
To ensure that every opportunity is given to PP pupils to achieve at least expected progress in all subjects by the end of KS2 and therefore raise the achievement of pupils who are not on track to reach the expected National Standard at KS1.
- To ensure that for disadvantaged pupils, attainment is achieved at least at the expected standard or greater depth including those pupils in EYFS.
- To ensure that pupils in receipt of PP funding make at least the same progress or greater than their peers at the same starting point.

1. Current Attainment – Summer 2019 KS1 Teacher Assessment (no data for 2020 due to cancellation of STA – COVID 19)

	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	33%	69%
% making progress in reading	67%	78%
% making progress in writing	33%	73%
% making progress in mathematics	67%	79%

Our leadership team have played a significant part in making sure that our school had a positive impact on our children and our families in our community. They, along with the entire team, ensured that where possible our 3-tiered approach to meeting the needs of our most disadvantaged children were upheld and deployed.

The impact can be measured by the children's return to school and the way in which the embedded systems carried on in the school setting.

Reception:

On return to school those children who were identified were quickly included in NELI groups.

Our in-house data shows that 74% of children achieved GLD in reading writing and maths (data not validated in 2020). This standard is typical for Reception in our school as our GLD has been higher than the national average for the previous three years. 79% were reading using phonic sounds and decoding new words independently. 63% of Pupil premium children were using these skills. This was a result of clearly identifying the non-negotiable skills the teachers must focus on when the children returned to school after the last lockdown. Disadvantaged children were targeted and given focussed support and parents were included in conversations about progress and attainment.

83% of the cohort achieved a GLD in maths. This was a strength of this cohort and maths mastery was taught in lockdown and on return to school. 75% of Pupil Premium children achieved GLD. (Data not validated in 2020)

Year 1:

Once the children had returned to school those requiring additional and rapid intervention were quickly identified and put into one-to-one or small group tutoring sessions. We maintained our school's three-tiered approach during periods of home learning which resumed instantly once the school re-opened fully. Almost 50% of our PP children were also on additional One Plans of which further adaptations were put in place to support them.

Year 2:

In Year 2, our PP children also had One Plans in place. Some children needed significant nurture and attendance was monitored closely for a significant number of individuals. The curriculum was discussed with leaders and teachers to ensure that time was spent on teaching key skills and knowledge, considering end of key stage KPI's, to ensure that the children's culture capital was in place.

On return to school, Year 2 Pupil Premium children were included in interventions for phonics and received additional reads in class.

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
Times Table Rockstars	Maths Circle LTD
Big Cat Online	Collins Ed
Word Shark	Shark Trust
Purple Mash	2 Simple
My Maths/Oxford Owl	Oxford University Press
Espresso	Discovery Education

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	NA
What was the impact of that spending on service pupil premium eligible pupils?	NA