

## Pupil Premium Strategy Statement 2021-2022– Harlington Lower School



This statement details our school’s use of pupil premium (and recovery premium for the 2021-2022 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					
School	Harlington Lower School				
Academic Year	2021-2022	Total PP and Covid Premium Budget	£6725+1800=8,525	Date this statement was published	30 <sup>th</sup> September 2021
Total Number of pupils in school	144	Number/ proportion (%) of pupils eligible for PP	4.17%	Date for next internal review of this strategy	September 2022
Pupil Premium Lead	Mrs C White	Trustee Link Trustee	Mrs R Azim	Statement authorised by	Board of Trustees

### National Context Pupil Premium Grant (PPG) 2021-2022

The department for Education (DfE) published the Pupil Premium Grant (PPG) 2021-2022. PPG will be paid pursuant to Section 14 of the Education Act 2002 and, in accordance with Section 16 of that Act, the Secretary of State lays down terms and conditions on which assistance is given in relation to the pupil premium grant (PPG) payable to schools and local authorities for the financial year beginning 1 April 2021. PPG provides funding for two policies:

- raising the attainment of disadvantaged pupils of all abilities to reach their potential
- supporting children and young people with parents in the regular armed forces

The grant may be spent in the following ways:

- for the purposes of the school, that is for the educational benefit of pupils registered at that school
- for the benefit of pupils registered at other maintained schools or academies
- on community facilities; for example, services whose provision furthers any charitable purpose for the benefit of pupils at the school or their families, or people who live or work in the locality in which the school is situated

The grant does not have to be completely spent by schools in the financial year beginning 1 April 2020, some or all of it may be carried forward to future financial years.

**The Pupil Premium per pupils for 2021-2022 is as follows:**

Type of Pupil	Pupil Premium per pupil
Pupils recorded as Ever 6 FSM	£1,345
Looked After Children	£2,345
Service Children	£310
Children adopted from care under the Adoption and Children Act 2002 and children who have left care under a Special Guardianship or Residence Order	£2,345

**Eligibility**

In the current academic year, schools will receive £1,345 per pupil of primary-school age and £955 per pupil of secondary-school age.

With regards to children who are ‘Looked After’, the allocation per pupil is £2,345. It has been agreed in Central Bedfordshire that each school will receive £1,800 of this amount each year for an identified child; the remaining £545 will be held by Central Bedfordshire’s Virtual School for ‘Looked After’ Children and will be managed by the Headteacher of the Virtual School; the ‘top sliced’ funding will be used directly to support intervention for those ‘looked after’ children most at risk of under-achievement or disengagement from learning.

**Ever 6 FSM** The Pupil Premium for 2021-2022 will include pupils on the January 2021 School Census known to have been eligible for Free School Meals (FSM) in any of the previous six years, as well as those first known to be eligible at January 2021. For the purposes of these grants conditions, “Ever 6 FSM” means those pupils recorded on the January 2020 School Census who were recorded as known to be eligible for Free School Meals (FSM) on any of the termly censuses since May 2015, including the January 2021 School Census.

**Children adopted from care** The Pupil Premium for 2021-2022 will include those pupils recorded on the January 2021 School Census and alternative provision census who were looked after by an English or Welsh local authority immediately before being adopted, or who left local authority care on a special guardianship order or child arrangements order (previously known as residences order). These are collectively referred to as post LAC in these conditions of grant.

**Ever 6 Service Child** For the purposes of these grant conditions, “Ever 6 Service Child” means a pupil recorded on the January 2021 census who was eligible for the Service Child premium since the January 2016 census as well as those recorded as a service child for the first time on the January 2021 census,

**Statement of Intent-Our Vision**

Our school uses income from Pupil premium towards our vision of ‘Learning for Life’ for the whole school, with all staff and Trustees fully committed to providing outstanding education and excellent pastoral care for the whole community. We are passionate about learning and the education of our children and we therefore strive for

continuous growth and improvement in order to make these the best they can be. We are therefore committed to delivering an exciting, challenging curriculum made accessible to all in a supportive and inclusive environment. In turn, we believe that this will enable every child to understand the importance of learning and instil in them a love for learning that is lifelong.

In order for all of our children to reach their full potential we must maintain our high expectations with regards to their academic development, as well as the social, emotional, physical and behavioural aspects of their growth; we will work tirelessly in order that there is fair and equal opportunity for all, regardless of ages and stages of development.

We will endeavour to ensure any child who meets the criteria for the funding allocated to the school is given targeted and strategic support to learn as effectively as possible in order that these children are not disadvantaged by their personal circumstances.

#### **Key Principles of our Strategy Plan**

- We ensure teaching and learning opportunities meet the needs of all the children
- We ensure appropriate provision is made for pupils who belong to vulnerable groups
  
- In making provision for socially disadvantaged pupils we recognise that not all children who receive Free School Meals (FSM) will be socially disadvantaged
- We also recognise that not all children who are socially disadvantaged are registered to qualify for FSM.
- Pupil Premium funding will be allocated following a learning needs analysis which will identify priority support which could be group or individually based.

#### **Funding Overview Pupil Premium Grant 2021-2022**

<b>Pupil Premium Grant 2021-2022</b>	
<b>Total number of pupils on roll</b>	<b>144</b>
<b>Total number of pupils eligible for PPG</b>	<b>4/ 4.17%</b>
<b>Total number of service children</b>	<b>0</b>
<b>Total number of Looked After Children</b>	<b>1</b>
<b>Total number of Post Looked After Children</b>	<b>1</b>
<b>Total Anticipated Pupil Premium Grant</b>	<b>£6725+£1800=£8,525</b>

#### **Current Contextual Information**

100% of our PPG children are also part of other vulnerable groups within school

<b>Long term priorities for Pupil Premium expenditure</b>	
1.	Maintaining our commitment to the development of Quality First Teaching skills, through high quality CPD, mentoring and high quality Performance Development processes
2.	Providing early intervention including the development of oracy, language skills, play and social skills and the characteristics of effective learning
3.	The targeting of high quality intervention and booster programmes (academic and social)
4.	Post COVID recovery, diminishing the difference between PP and non PP children

<b>Challenges - Barriers to future attainment for pupils eligible for PPG</b>	
<b>In School Barriers</b>	
1.	Low baselines for PPG children on starting school, particularly in communication and language. Speech and language capabilities impacting on academic capability with slow progress in reading and writing , communication and social skills in Early Years and Key Stage 1.
2.	Difficulties with learning. Some children who are eligible for PPG are also part of concurrent vulnerable groups and have experienced complex or traumatic family emotional and social difficulties and have lower attainment
3.	The gap between Non PPG and PPG children is sometimes higher than compared to national due to small numbers of PPG children
4.	Poor language skills, including limited range of vocabulary, linked with limited life experiences and availability of quality texts in the home (Reading)
5.	Missed learning opportunities due to closures linked to Covid-19- lack of engagement with remote learning, resulting in 'gaps in learning' and poor resilience for learning
<b>External Barriers</b>	
6.	Emotional support is needed for some children eligible for PPG. Our children have ben impacted by the effects of Covid 19 and some have struggled emotionally at the end of the last academic year. Social and emotional support is imperative for some children to ensure they are ready to learn and can access the curriculum.
7.	Poor experience of play, language development, speaking and listening skills
8.	Some families are hard pressed to fund enrichment activities such as music tuition and trips
9.	Significant issues in the family home and lack of parental involvement resulting, for some children, in limited support for education and significant emotional issues impacting on educational outcomes
10.	Some children eligible for PPG are sometimes late to school or have poor attendance, dropping below 95% which reduces their schools in school, they miss lessons and consequently fall behind.
11.	Impact of school closure due to Covid 19 and the resultant 'missed' educational and social opportunities

Desired Outcomes	Success Criteria
<p>1, 2, 3, 4,5, 7. Improve language skills of pupils eligible for PP funding. Language teaching will develop breadth (vocabulary size) and depth (understanding and use in context). Improved quality interactions between adults and pupils in EYFS, focusing on developing and using new vocabulary, in particular topic vocabulary as stipulated in the new EYFS curriculum. In Key Stage 1 reading and writing is measured using national curriculum and the Year 1 Phonics Screener assessment.</p>	<p>Pupils in Reception reach the expected standard for 'communication and language' and 'literacy.' PP children in Reception class make rapid progress and achieve a good level of development.</p> <p>Effective delivery of Lift off to Language provision in Reception.</p> <p>Early language development results in continued improvements in EYFS outcomes for language and communication.</p> <p>EYFS intervention will include modelling of language during play, this will impact positively on progress in language and communication</p> <p>Pupils make good progress in phonics teaching and learning. Pupils also meet the related expectations in the Year 1 Phonics Screening assessment and by the end of Key Stage 1 measured against age related expectations in reading and writing.</p> <p>Transition following Covid 19 will be effective. Children will settle quickly into Reception and Key Stage 1.</p> <p>Impact of Covid 19 school closure is minimised</p>
<p>1, 2, 3, 4, 5, 6,7, 10. Rates of progress for all PP children, particularly for vulnerable and pupils with SEND are maximised and their steps of progress show enhanced rates of progress.</p> <p>Non SEND PP children to make 6 steps progress in reading, writing and maths in line with cohort peers. All SEND PP children to reach their end of year targets in reading, writing and maths.</p>	<p>Excellent awareness and knowledge of each PP child through relationships built with staff, allow targeted support for each child as necessary.</p> <p>Ambitious PP targeting seeking to maximise rates of progress</p> <p>Evidence of successful interventions demonstrating impact on pupil's progress to ensure every effort made to diminish the difference in progress</p> <p>Effective utilisation of data to target intervention precisely and with notable impact</p> <p>Transition and return to school following Covid 19 will be effective, children settle into new year group. Impact of Covid 19 is minimised.</p> <p>Improvements to 'Quality First' teaching impact on rates of progress. 'My Support Plans' shared with PP/ SEND pupils and parents</p> <p>Excellent deployment of support staff to enhance progress</p> <p>Online learning packages and digital technology enhance pupil progress e.g. Purple Mash</p> <p>School tracking will show that PP pupils will make at least expected progress in reading, writing and maths</p> <p>PPG pupils (Non SEND) in Reception make a Good level of Development</p> <p>In Key Stage 1 and 2, pupils eligible for PPG make rapid progress (at least 6 steps) by the end of the year, PP children achieve Year 1 Phonics screening check and end of Key Stage expectations</p>
<p>1, 3, 4. 6 Continue to 'diminish the differences' between Non PPG and PPG pupils PP children will achieve their highest potential in Phonics</p>	<p>Individual pupils tracking shows the gap is closing between the small group of learners compared with National data</p>

	<p>Excellent awareness and knowledge of each PP child through relationships built with staff, allow targeted support for each child as necessary.</p> <p>Ambitious PP targeting seeking to maximise rates of progress</p> <p>Evidence of successful interventions demonstrating impact on pupil's progress to ensure every effort made to diminish the difference in progress</p> <p>Transition and return to school following Covid 19 will be effective, children settle into new year group. Impact of Covid 19 is minimised.</p> <p>Improvements to 'Quality First' teaching impact on rates of progress.</p> <p>Excellent deployment of support staff to enhance progress</p> <p>Y2 pupils access high quality phonics teaching and will complete Phonics screener in Autumn term</p>
<p>2, 5, 6, 9, 10, 11. Ensure that adequate provision is in place for the social and emotional needs for PP pupils, particularly those with SEMH so they make good or better rates of progress and impacts on attainment</p> <p>Children are emotionally secure and literate; wellbeing rates are high.</p>	<p>Fewer behaviour incidents recorded for children who need social and emotional support</p> <p>Impact of interventions and strategies including 'Time to Talk'/ CHUMS and other pastoral interventions, can be seen in readiness to learn and rates of progress and self regulation of emotions</p> <p>Pupil and parent surveys are unreservedly positive about the school's provision for the social and emotional needs of PP children.</p> <p>Children and families who are eligible for PP are supported where necessary through our Pastoral team</p> <p>Impact of improved outdoor play provision results in fewer behaviour incidents recorded for children who need social and emotional support</p> <p>Referrals to outside agencies result in positive support and progress for pupils with SEMH</p> <p>Impact of Covid 19 school closure is minimised</p>
<p>5, 7, 8, 9, 10, 11. All pupils access a broad and balanced curriculum including opportunities for disadvantaged children to attend extra-curricular and enrichment activities</p>	<p>Attendance and observations at clubs and activities show targeted PP pupils enjoy and achieve enriched experiences</p> <p>Support for all disadvantaged children to attend extra-curricular clubs and experiences</p> <p>Impact of lack of access to opportunities due to Covid 19 is minimised.</p>
<p>2, 6, 9, 11. School with work in partnership with parents so that home issues are addressed, This will enable pupils to thrive and access learning. Regular homework supports and consolidates children's learning.</p>	<p>All pupils regularly complete homework tasks impacting positively on pupil's attainment.</p> <p>Excellent awareness and knowledge of each PP child through relationships built with staff, allow targeted support as necessary including resources and equipment for home learning</p> <p>Partnership working with parents so they engage and support their child's learning</p> <p>Impact of Covid 19 school closure is minimised.</p>
<p>10, 11. Increase attendance rates for pupils eligible for PPG. Good or excellent attendance rates measured by percentage of sessions attended.</p>	<p>Increase individual attendance to 95% or more for targeted PP pupils</p> <p>Excellent awareness and knowledge of each PP child and their families through relationships built with staff, allow targeted support for each child as necessary.</p>

	Support for some children to attend clubs, trips, enrichment and 'Wrap around Care' (WAC) experiences to support attendance and personal/ family circumstances Excellent relationships built with families so they are receptive and are able to access other agencies to support their circumstances
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Planned activities and expenditure: Academic year 2021-2022					
The three headings below detail show we intend to spend our pupil premium (and recovery premium) funding to improve classroom pedagogy, provide targeted support and support whole school strategies.					
Quality Teaching for all					
Initiative/ Actions	Information	Impact	Monitoring of Outcomes	APPROXIMATE COST	
Desired Outcomes	Chosen activity/ approach	What is the evidence and rationale for this choice?	How will we ensure it is implemented well?	Staff lead	When will it be reviewed?
Quality teaching for all	Teacher CPD on providing a quality curriculum for all pupils. Investment in staff CPD and resources to develop subject knowledge and skills as linked to SDP.	At The Harlington and Sundon Academy Trust, we want all pupils to meet their full learning potential.  The EEF states that good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the pupil premium to improve teaching quality benefits all pupils and has a particularly positive effect on children eligible for pupil premium.  Evidence from the EEF toolkit proves that a 'Learning to learn' approach has a high level of impact and creates	Courses selected using evidence of effectiveness. Using INSET and staff meeting / twilight sessions to deliver training. Staff meetings to deliver training/ new initiatives. Embedded teaching and learning monitoring programme provide the opportunity to measure pupil progress and share good practice between staff.  Teaching Assistant development to share good practice between teaching and TA team. Progress of intervention reviewed at the end of the cycle of sessions to monitor impact. Review of smart targets in pupils support plans (MSP's).	SLT	Formally Summer 2022  Book scrutiny, drop in's and monitoring visits as per whole school monitoring and evaluation programme

		<p>responsible, resilient learners. This approach is most effective in group setting where pupils can learn from each other and have relevant discussions.</p> <p>It is important that this is a whole school ethos and approach to learning and echoes through our Values education approach to teaching. This underpins our ethos and philosophy.</p>			
<b>Total budgeted cost</b>			<b>£1,325</b>		
<b>Targeted Support</b>					
<b>Desired Outcomes</b>	<b>Chosen activity/ approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will we ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will it be reviewed?</b>
To improve oral and language skills for pupils in the Early Years Foundation Stage and Key Stage 1	<p>One to one Paired work/ small group for targeted pupils. Interventions include 'Lift off to Language and 'ELklan' led by Teachers/ Teaching Assistant for 6 week intervention- Small group work. EYFS and Key Stage 1 TA's to provide 1:1 and small group intervention for targeted pupils. Activities will be based on individual children's needs and</p>	<p>Developing pupils expressive and receptive language skills within a small group setting leads to pupil's improved communication, self-confidence and engagement in their learning and impact positively on their ability to write confidently.</p> <p>EEF toolkit states an effective way to accelerate the progress of pupils is to run small group support with high quality delivery.</p> <p>Phonics approaches have been consistently found to be</p>	<p>Timetabled staff provision ensuring staff have sufficient preparation, delivery and review time.</p> <p>Staff delivering additional support will keep records of pupil progress and will review and discuss next steps in learning with class teachers and SenCo.</p> <p>Teacher assessment and formal testing will identify pupil progress and attainment and ensure that effective targeted support is in place for appropriate children.</p> <p>Children will meet the required standard in their Year 1 Phonic Screening Check.</p> <p>Children will make the expected progress in reading and writing.</p>	<p>SENDCO</p> <p>Deputy Head Teacher</p> <p>Early Years Leader and Key Stage 1 Teacher</p>	<p>Formally Summer 2022</p> <p>Intervention- at the end of block of sessions</p>



	<p>will involve practical activities to focus of the development of fine motor skills, maths, phonics and handwriting.</p> <p>Embedded in the EYFS curriculum is a key focus on developing and using new vocabulary in particular topic vocabulary, maximising the verbal communication between staff and children.</p>	<p>effective in supporting younger readers to master the basics of reading.</p>	<p>Target tracking data shows progress. Half termly pupil progress meetings with HT/ SLT focus on PP pupil progress</p>		
<p>Rates of attainment and progress for all PP children (Years 1 to 4) in reading, writing and maths.</p>	<p>High quality delivery of intervention and booster groups.</p> <p>Teachers/ Teaching Assistants provide targeted intervention either 1:1 or small group basis based on PP support plans and pupil targets.</p> <p>Resourcing of this provision</p>	<p>Providing extra support to pupils is a vital tool in raising attainment and sustaining pupil progress.</p> <p>Impact of excellent TA's on behaviour management and support.</p> <p>Impact of feedback on rates of progress.</p> <p>Outcomes for pupils in future years following targeted support identified as part of pupil progress reviews.</p> <p>The EEF toolkit states small group interventions are</p>	<p>Ensure in class support, additional support and championship for pupil premium pupils and others at risk of under achievement across the Academy.</p> <p>Provide and monitor responsive booster and intervention to boost academic attainment and progress.</p> <p>Provide and monitor high quality verbal and written feedback for PP pupils at all times.</p> <p>Assessment tracking systems and data shows progress for all. Pupil progress meetings have a focus on PP pupil progress.</p>	<p>SLT SENDCo</p>	<p>Formally Summer 2022</p> <p>Measure impact of academic interventions at the end of each half term block.</p> <p>Book scrutiny, drop ins and monitoring visits as per whole school monitoring schedule.</p> <p>Pupil Premium Champion working across the Academy Trust to quality assurance and monitor effectiveness of booster, interventions and impact on pupil outcomes.</p>

		effective when delivered by highly qualified staff.	Ensure opportunity for effective resourcing where needed.		
<p>Emotional support for some PP children to ensure emotional difficulties are addressed and not having detrimental effect on their academic progress. All children will benefit from a whole school approach to behaviour management and pupil well being.</p>	<p>Whole school approach to emotional well being to support intrinsic motivation and engagement with learning.</p> <p>Early identification of pupils who need support.</p> <p>Whole staff CPD to share good practice and strategies that can be used in the classroom.</p> <p>Provide continued support and training for staff in regards to children's social and emotional well being- reflection and mindfulness, mediation and yoga.</p> <p>Provide opportunities for Lunchtime/ After school clubs to give pupils opportunity to feel part of a nurtured group and develop life</p>	<p>A wide range of evidence finds that a greater level of learning is achieved when pupils are self motivated, self confident and happy and feel safe. Strategies across school will be in place focusing on well being, growth mindset, resilience and self confidence.</p> <p>The EEF toolkit states that social and emotional interventions have an identifiable and significant impact on attitudes to learning, social relationships in school and on attainment. Supporting pupil's emotional development and well being is key to reducing barriers for learning, impacting on attitudes, behaviour and attendance as well as academic progress.</p> <p>NFER suggest children's underlying issues needs to be addressed in order that children can learn. Their emotional well being needs to be well looked after and their self esteem high in order to</p>	<p>Monitor well being through pupil voice and surveys.</p> <p>Staff CPD focuses on promoting resilience and emotional well-being,</p> <p>Deployment of staff providing pastoral support and interventions and monitoring processes will evaluate the impact of these approaches in the classroom and around the school.</p> <p>Review of individual smart targets on pupils 'MSP's' support plans</p> <p>Monitor behaviour as well as monitoring whether improvements in pupils' emotional development translates to improved attainment.</p>	PHSE Lead SENDco	<p>Half termly progress checks during inclusion meetings show that children are happy, feel safe and supported and ready to learn.</p> <p>Pupil voice and pupil survey show disadvantaged and vulnerable pupils have increased confidence, self esteem and can interact with other adults and children in school in all aspects of school life.</p>

	skills such as gardening, cooking as well as physical activity to increase energy levels and mental well being.	maximise their readiness to learn.			
<b>Budgeted cost</b>			<b>£6,800</b>		
<b>Wider Strategies</b>					
<b>Desired Outcomes</b>	<b>Chosen activity/ approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will we ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will it be reviewed?</b>
Increased attendance rates and decreased rates of lateness to school	Office staff to monitor children and follow up quickly on absences and lateness and report to SLT.  Early identification and response to triggers.  Regular liaison with EWO.  Good working relationship with school staff and parents so that additional resources can be offered to support our most disadvantaged pupils, eg. Subsidy of trips, clubs and school dinners	Children need to be in school in good time to ensure they get the most out of every session and are ready to learn.  Children need to be in the right mind set in order to be ready to learn.  Addressing attendance is identified as a key step by the NFER.  NFER recognise that schools must take responsibility for helping all pupils succeed by identifying the barriers to learning and putting provision in place to overcome these and review strategies.	Careful monitoring and tracking of pupils' attendance and lateness.  Good communication with office staff.  Actions identified quickly to offer support with poor attendance or lateness.  Attendance will be 95% or better.  Working closely with families to identify effective strategies to reduce lateness or absence.  Ongoing records will be kept of children who have benefitted from additional resources. Pupils in receipt of these resources will be carefully monitored to see if they are making the required academic progress. School monitors take up of support Pupils are equip with necessary uniform and equipment and ready to learn  Monitoring attendance and PP Pupils participation in all aspects of school life so they can fully access the whole curriculum.	Head Teacher  Deputy Head Teacher  Office Manager	Termly Formally Summer 2022

<p>Varied and enrichment opportunities are offered to PP children who may be disadvantaged in a range of moral, spiritual, social or cultural opportunities and experiences</p>	<p>Minimising the economic hardship-meeting pupil's basic needs</p> <p>Contributions to trips (including Year 4 residential) and other extra curricular activities including music and sport</p> <p>Contributions towards 'Wrap around Care' breakfast and after school care.</p> <p>To ensure pupils are fully equipped for school and reduce the barriers to attending school</p>	<p>Positive impact on self esteem, happiness, integration and life experiences.</p> <p>EEF research shows positive benefits; sports participation and arts (+2mnts), metacognition and self regulation (+7months).</p> <p>The NFER recognise that schools must take responsibility for helping all pupils succeed by identifying the barriers to learning and putting provision in place to overcome these and reviewing these strategies.</p> <p>Studies on adventurous and outdoor learning interventions consistently show positive benefits on academic learning. Evidence also suggests impact on non cognitive outcomes such as self confidence and self esteem increase.</p>	<p>Discussions of impact of provision with children, families and classroom teacher</p> <p>Regular monitoring feeds into pupil progress meetings</p> <p>Feedback for individual pupil behaviour support programmes</p> <p>Children's confidence and social and emotional wellbeing improves</p> <p>Monitoring attendance and PP Pupils participation in all aspects of school life so they can fully access enrichment opportunities and experiences.</p>	<p>SLT PHSE Lead</p>	<p>Formally Summer 2022</p> <p>Half termly reviews and PP meetings</p>
<p><b>Budgeted cost</b></p>			<p><b>£600</b></p>		
<p><b>Total budgeted PP cost</b></p>				<p><b>Total £8,525</b></p>	

Review of Pupil Premium Strategy Outcomes				
Pupil Premium Provision to 'Diminish the Differences' 2020-2021				Breakdown of money £
Initiative/ Actions	Information	Impact	Evidence	Cost
Increasing expressive and receptive language skills and development of communication, emotional and social skills- menu of small group and 1:1 professional support	One to one teaching Small group work Participation in strategies through 'Elklan' project and 'Lift off to Language' invention	Developing expressive and receptive language skills. Improves pupils' communication, self-confidence and engagement in their learning.	Teacher feedback, observations and assessment show pupil engagement as well as individual speaking and listening skills have increased as a result of interventions. Improvements in children's speech measured through improvements in ELG strands in CCL. Baseline scores show trend of improvement from entry to exit. Exit data indicates improvements in language development throughout the year. Teacher assessment shows 93% of pupils achieved Early Learning Goals's in listening and attention; 90% in understanding and 80% in understanding, with 83% of pupils achieving ELG's in Communication overall.	£250
Increasing learning time and individualising phonic support- menu of small group and 1 to 1 tailored support in KS1	Intervention groups One to one teaching Small group work  Employing Teaching Assistants to carry out Interventions Resources- phonic Training- Sounds-write. Teaching Assistants and sounds write resources	Improves progress and attainment within core subjects for identified pupils	Improvements in reading, writing, spelling and phonics attainment and progress evidenced in analysis of results data. The gap is closing in writing and reading for Pupil premium pupils  Effective utilisation of data to target invention precisely with notable impact Improvements in Quality First Teaching to enhance opportunities and experiences for all, including PP children  Adaptive teaching and learning provision was provided either remotely or to keyworker/ vulnerable children including PP pupils over school lockdown due to Covid 19. Prior to lockdown, progress data indicates good progress made towards individual targets. At the end of Autumn term 2020, Year 2 pupils undertook Phonics screening as they had missed the Year 1 phonics screen assessment due to covid. 82% of Year 2 pupils met the phonics threshold; the one PP child in this cohort did not reach threshold. This pupil is also part of other vulnerable groups including SEN. However this pupil received intervention throughout the year and made progress from a low starting point. Targeted phonics intervention will continue for the year ahead.	£1,000
Increasing learning time and individualising maths support- menu	Intervention groups One to one teaching	Improves progress and attainment	Improvements in maths attainment and progress seen in analysis of results data.	£2,000

<p>of small group and 1 to 1 tailored support in KS1</p>	<p>Small group work Peer tutoring Employing Teaching Assistants to carry out Interventions Numicom Resources</p>	<p>within core subjects for identified pupils</p>	<p>Close the gap in maths for Pupil Premium pupils. Adaptive teaching and learning provision was provided either remotely or to keyworker/ vulnerable children including PP pupils over school lockdown due to Covid 19. Prior to lockdown progress data indicates good progress made towards individual targets. Analysis of Maths end of year data indicate PP pupils in all year groups have made good progress throughout the year with accelerated progress made in Year 1, Year 3 and Year 4 for PP pupils compared to Non pupils; this indicates positive impact of intervention and is very pleasing as this is a wide ranging group of children with different vulnerabilities.</p> <table border="1" data-bbox="1070 523 1906 758"> <thead> <tr> <th>Maths-steps progress Aut 2020 to Summer 2021</th> <th>PP Pupils</th> <th>Non PP</th> </tr> </thead> <tbody> <tr> <td>Year 4</td> <td>8.00</td> <td>6.5</td> </tr> <tr> <td>Year 3</td> <td>4.8</td> <td>6.1</td> </tr> <tr> <td>Year 2</td> <td>6.5</td> <td>5.5</td> </tr> <tr> <td>Year 1</td> <td>6.0</td> <td>4.7</td> </tr> </tbody> </table>	Maths-steps progress Aut 2020 to Summer 2021	PP Pupils	Non PP	Year 4	8.00	6.5	Year 3	4.8	6.1	Year 2	6.5	5.5	Year 1	6.0	4.7	
Maths-steps progress Aut 2020 to Summer 2021	PP Pupils	Non PP																	
Year 4	8.00	6.5																	
Year 3	4.8	6.1																	
Year 2	6.5	5.5																	
Year 1	6.0	4.7																	
<p>Increasing learning time and individualising English and reading support- menu of small group and 1 to 1 tailored support within Key Stage 1</p>	<p>Intervention groups One to one teaching Small group work Peer tutoring Employing Teaching Assistants to carry out Interventions Resources</p>	<p>Improves progress and attainment within core subjects for identified pupils</p>	<p>Improvements in reading and writing attainment and progress seen in analysis of results data. The gap in writing is closing for Pupil premium pupils.  Adaptive teaching and learning provision was provided either remotely or to keyworker/ vulnerable children including PP pupils over school lockdown due to Covid 19. Prior to lockdown all PP children were on track to reach End of Year targets. Analysis of Reading end of year data indicate PP pupils in all year groups have made good progress in line with their peers throughout the year with slightly accelerated progress made in Year 1 and Year 2 for PP pupils compared to Non pupils; this indicates positive impact of intervention and is very pleasing as this is a wide ranging group of children with different vulnerabilities including SEND.</p> <table border="1" data-bbox="1070 1219 1906 1382"> <thead> <tr> <th>Reading-steps progress Aut 2020 to Summer 2021</th> <th>PP Pupils</th> <th>Non PP</th> </tr> </thead> <tbody> <tr> <td>Year 4</td> <td>2.0</td> <td>5.8</td> </tr> <tr> <td>Year 3</td> <td>6.1</td> <td>6.5</td> </tr> </tbody> </table>	Reading-steps progress Aut 2020 to Summer 2021	PP Pupils	Non PP	Year 4	2.0	5.8	Year 3	6.1	6.5	<p>£1,500</p>						
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Minimising the impact of social , emotional and behavioural barriers to learning	Provide tailored Theraplay intervention sessions on 1:1 or small group basis led by Teaching Assistant to support pupils individual behavioural, social and emotional needs	Enhances children’s educational outcomes and helps their social, emotional development by removing barriers to learning	<p>Range of holistic interventions and provision shows improved social, emotional and communication skills, with confidence and self-esteem shown by pupils in their learning in the classroom.</p> <p>Pupils are not anxious or worried and have positive attitudes towards their learning.</p> <p>See Pupil Premium Addendum – ‘Keeping in touch’ calls to all PP pupils and families to continue to support children’s emotional and social development throughout lockdown.</p> <p>Support for families of children with SEMH has been greatly enhanced this year- signposting and referrals made so families can access support.</p> <p>See above for end of year progress measures which indicate good progress has been made for PP pupils across their year in core subjects.</p>	£400																					
Increasing expressive and receptive language skills and development of communication, emotional and social skills- menu of small group and 1:1 professional support	One to one Paired work/ small group ‘Talk Time’ led by Teachers/ Teaching Assistant for 6 week intervention	Developing expressive and receptive language skills. Improves pupils communication, self-confidence and	<p>Teacher feedback, observations and assessment show pupil engagement as well as individual speaking and listening skills have increased as a result of interventions. This has impacted positively in all areas of the curriculum particularly core areas.</p> <p>Teacher feedback show PP pupils improving a self-regulation of emotions and showing improved attitude towards learning. A number of vulnerable pupils</p>	£400																					

	Small group work	engagement in their learning	were given the opportunity to return to school in January and February which has improved their concentration and engagement with learning.	
Narrowing the gap between Ever6 and Non Ever 6 pupils in KS1 and KS2 in English	Targeted support in phonics, spelling and grammar to improve writing. Reading interventions Daily reading 1:1/ small group	Ever 6 pupils attain and make progress in line with their peers and with the same group nationally in Reading and Writing	Progress tracking shows that good progress had been made towards pupil premium individual targets in phonics, reading and writing. See above for end of year progress measures which indicate good progress has been made for PP pupils across their year in core subjects.	£1,900
Minimising the economic hardship-meeting pupils basic needs	The school helps disadvantaged/ vulnerable families in a number of ways including replacing damaged or worn uniform, equipment required for lessons, providing school meal for KS2 PPG pupils	Promotes well-being of pupils and families	School supports families and pupils ensuring that they are 'school ready' with the necessary uniform and equipment. PP Pupils participate in all aspects of school life so that they can fully access the whole curriculum (e.g. swimming lessons, represent the school in at least one or more intra sport festivals or singing concerts). Wrap Around Care (WAC) provision- breakfast and tea, before and after school club provision School Meals provided See Pupil Premium Addendum- PP pupils and families continued to be supported during school lockdown due to Covid 19.	£140  £320  £240
Extending PPG and PPG More able pupils- increasing targeted access to extra-curricular focused arts/ music, sports clubs enrichment	The school helps disadvantaged/ vulnerable families access enrichment activities  Subsidise extra-curricular clubs-	Increases energy and enthusiasm for learning Improves listening skills and maintains high levels of focus and concentration, partnership working and team building. Attendance improves	Registers of involvement indicate that PPG attend and enjoy a range of enrichment activities including music peripatetic lessons, sports clubs, theatre trips, art and craft clubs. PP pupils accessed peripatetic music lessons throughout the school year. Due to Covid 19 restrictions sports clubs and theatre trips were cancelled. However, all pupils had access to a range of sports festivals and challenges throughout the year and enjoyed participation in events. A virtual theatre performance was held via zoom with all pupils accessing this enrichment activity. Teachers report PP pupils enjoyed participating in events some held virtually throughout the year. This supported their social and emotional skills and promoted their self esteem and confidence.	£250
Purchase of resources for interventions	Provision of suitable resources- Maths, phonics, theraplay	Practical resources used to promote pupil learning	Improvements in reading, writing, spelling and phonics and maths attainment and progress evidenced in analysis of results data. Children are confident in school and show improved social and emotional skills.	£100



			<p>Online education packages have proved invaluable in the delivery of remote education in the delivery of the curriculum in school. Participation of remote school provision and online software including Purple Mash and Reading Eggs has contributed to pupils attainment.</p> <p>During lockdown, vulnerable pupils including PP pupils not in school were supported through pastoral keeping in touch calls and virtual zoom sessions personalised to support individuals meet their needs.</p>	
<b>Total spending</b>				<b>Total £8,500</b>

#### Further Information to support our Pupil Premium Strategy 2021-2022

**Key priorities for our School development plan** are focused on continuing our recovery journey from the impact of Covid19 pandemic on children's learning. Our Academy key priorities involve driving continuity, recovery and continuous improvement through effective leadership and governance. Continuing to close pupil's attainment gaps following interruptions to learning due to lockdown or social isolation is our key driver. We are particularly focused on closing the attainment gap for disadvantaged and vulnerable learners. Although we only have a small percentage of children eligible for PP funding grant, we recognise that many children and families are part of concurrent groups and have many vulnerabilities and also have been adversely affected by the impact of Covid19. With this in mind, we are involved in Raising the Attainment for Disadvantaged Young people (RADY) project. This is a whole school project across both schools within our Academy Trust, which we are excited to be part of. Our RADY Champion is an experienced member of our Senior Leadership team and will lead on this strategy with all staff involved in CPD, interventions and developing their knowledge, skills and understanding how we can make a difference to the lives of disadvantaged and vulnerable learners. We aim to promote and embed a culture of equity throughout the Academy Trust and offer a personalised approach ensuring equity and so that gaps and barriers to learning are quickly identified and provision put in put to narrow and close attainment and accelerate rapid progress in all aspects of school life both academically and pastorally on developing happy, emotionally healthy children. Senior leaders and Trustees feel this investment is essential to helping with our recovery journey. The cost of this project will be from our dedicated school budget.

**Measuring the Impact of PPG spending.** The school's evaluation of its own performance is rigorous. We will evaluate the impact of each pupil at the end of Autumn, Spring and Summer terms. Evaluation focuses on academic achievement and self esteem as a result of intervention, On going tracking and monitoring by the Senior Leadership Team and Teachers ensures any dips are quickly identified and will put in place the appropriate strategies and interventions to promote improvement.