

Pupil Premium Strategy Statement

An ambitious and inclusive Trust of Schools

The Ted Wragg Trust has the **highest expectations** for every child, every day, with **social justice** at our core. We are determined for everyone to fulfill their **greatest potential**, to be **the best that they can be**. Our inclusive Trust has a relentless commitment to help **transform lives** through learning.

.....

Strengthening our communities

The Trust invests its energy and resource to help build **optimistic** and **resilient communities** and relishes the responsibility to grow **exciting futures** for all. We are committed to furthering **social justice** and providing **fairer** and more **inclusive opportunities**.

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Excellent Education

The Ted Wragg Trust puts **children at the centre** of all we do. We deliver a **high quality, knowledge rich** and **inspiring curriculum**. Our caring and inspirational team, work together to equip students with the knowledge, skills and experience to become **compassionate** and **courageous citizens**, determined to make the world a better place.



Every Child Succeeds

Social Justice; transforming lives through learning.

We believe in:

- the provision of an outstanding educational experience for every child, regardless of their background
- improving the life chances of every child through the removal of barriers that may affect their learning and personal development
- providing the right opportunities to enable every child to succeed
- the need to know every child and having the highest expectations for and of them
- the power of partnership working (Parents and Carers, External Agencies, Primary Schools, FE Providers)
- no child leaving education without a confirmed next step in place

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	Exwick Heights Primary School
Number of pupils in school	540 + 36 nursery
Proportion (%) of pupil premium eligible pupils	16% of whole school 18% of KS1 18% of KS2
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 to 2024/2025
Date this statement was published	November 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Caroline Neal, Headteacher
Pupil premium lead	Emily Baxter, Lead for Disadvantaged Pupils
Governor / Trustee lead	Graham Davey

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£135,656
Recovery premium funding allocation this academic year	£13,920
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	£149,576

Part A: Pupil Premium Strategy Plan

Statement of Intent

At Exwick Heights Primary School, we are dedicated to providing the best educational experiences for our pupils. We encourage everyone to give their best, to be independent and lifelong learners, and to be proud of their own and others' achievements. We provide outstanding support for our pupils who are eligible for Pupil Premium funding, aiming to ensure social justice for all. Our intention is that all disadvantaged pupils, irrespective of background, will make good progress, including those who are already high attainers. Our collective goal, upheld by all staff members, is to facilitate successful learners and well-rounded individuals who are ready for the next stage in their learning journey.

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This is alongside research conducted by the EEF. Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all". We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that all are fully aware of strengths and weaknesses across the school.

Our school will:

- Have a designated Senior Leader who is part of the Trust Disadvantaged Network and contributes to termly review of impact and the sharing of best practice.
- Have a named Governor for Disadvantaged.
- Have a costed Pupil Premium Strategy that uses a consistent framework based on the three areas of need identified through the EEF research. This plan will be available on the website and reviewed termly by senior leaders and Governors.
- Contribute to Disadvantaged peer reviews and will also undertake an external review every 3 years.
- Provide funding for DS to access extra-curricular opportunities and ensure they are represented in every aspect of school life.
- Ensure every aspect of the school's KPI's have a reporting mechanism for Disadvantage.

In addition, we will use the following guiding principles as part of our work in supporting Disadvantaged children:

- First, all staff are aware of the disadvantaged students they teach, tutor or mentor: we consciously build strong relationships with these students, gaining knowledge of their subject strengths and areas for development, their individual contexts and aspirations.
- We focus relentlessly on developing them as individuals: their talents, their academic endeavours and acknowledge and address the unique barriers they face.
- At the front of our minds we remember that we are powerful advocates: we have a responsibility to ensure that every disadvantaged student is prioritised for enriching academic and extra-curricular opportunities that challenge and inspire them.
- We develop disadvantaged students as leaders in our community: we believe in them, even when they don't believe in themselves; we prioritise them at every opportunity, proactively encourage them to take on leadership roles and ensure they develop the skills in order for them to be successful.

- We know that excellent teaching is at the heart of disadvantaged learners’ success: supported by our ambitious learning culture, our pedagogy, knowledge-rich, cohesive curriculum, consistent routines, feedback, high expectations and strong knowledge of individuals can and do make a difference to our most vulnerable students.
- We know that excellent teaching is adaptive and meets the needs of the learner: teachers engage with incremental coaching and evidence-informed approaches to refine, develop and improve in order to ensure our learners achieve their potential. We understand the importance of subject mastery and seek always to develop subject knowledge and expertise.
- We address financial and practical barriers to learning and enrichment: we know how parents or carers can apply for bursaries to support access to activities and enrichment opportunities; we provide essential equipment, discounts for uniform and study guides for disadvantaged students.
- We offer opportunities for independent practice: we explicitly teach students learning habits, which are embedded in lessons and monitor their success throughout their school career and intervene, where necessary, to support progress.
- We raise aspirations and focus on the future: we provide guidance and support that allow our students to explore opportunities they may not have considered. Students are prioritised for careers advice and work experience. We develop strong links with universities and businesses in order to encourage all students to broaden their horizons.
- We understand that excellent attendance is fundamental to student success: we intervene early and positively when students are absent and ensure that any barriers to excellent attendance are addressed.

Challenges

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

Challenge Number	Detail of Challenge
1	<p><u>Additional Vulnerabilities (SEN, EAL)</u></p> <p>As of November 2021, 19 (22%) of our pupils eligible for Pupil Premium also have SEN and/ or EAL. Our current Year 6 cohort have a particularly high number of Pupil Premium pupils with an additional vulnerability (12/20 or 60% of Year 6 PP pupils are also SEN and/or EAL). Our assessment and observation shows that this cumulative disadvantage impacts upon pupils’ achievement and progress.</p>
2	<p><u>Low attainment on entry to the Early Years Foundation Stage</u></p> <p>Assessments, observations and discussions with pupils indicate under-developed oral language skills in our early years. Nuffield Health have indicated that this can delay social, behavioural and educational outcomes.</p>
3	<p><u>Some disadvantaged pupils do not maintain positive attitudes to Reading which has a detrimental effect on academic progress in Reading.</u></p> <p>Data from a Pupil Premium survey (September 2021) shows that only 61% of pupils eligible for Pupil Premium read (or are read to) at home more than 3 times per week. This negatively impacts their developments as readers which can subsequently limited vocabulary and hinder progress in other subjects.</p>
4	<p><u>Basic number facts.</u></p> <p>Internal assessments indicate that maths attainment among disadvantaged pupils is slightly below that of non-disadvantaged pupils in some year groups.</p> <p>During the 2021 Multiplication Check in Year 4, pupils eligible for Pupil Premium, on average, scored lower than non-pupil premium pupils.</p>
5	<p><u>Progress for pupils working at a greater depth.</u></p>

	Greater Depth pupils who are eligible for Pupil Premium are not always making the same amount of progress as other greater depth pupils consistently in all year groups.
6	<u>Parental engagement and support from home.</u> Only 21% of parents or carers of pupils eligible for Pupil Premium attended the pupil teacher conferences in July 2021.
7	<u>Pupils do not understand what constitutes a healthy lifestyle and do not consume a healthy diet.</u> Data from a Pupil Premium survey (September 2021) shows that only 66% of pupils eligible for Pupil Premium could identify what constitutes a healthy lifestyle and only 75% have regular healthy breakfasts. Eating unhealthily can negatively impact cognitive function, particularly memory and attention which consequently will impact academic performance.
8	<u>Attendance and Punctuality issues.</u> Attendance is generally good and we would like to maintain this; however, PP attendance is slightly lower than non-PP attendance. Our attendance data between September 2021 and November 2021 shows that average attendance for disadvantaged pupils is 1.26% lower than their non PP peers. Furthermore, more disadvantaged pupils arrive at least 15 minutes late to school (1.26%) compared to non-pupil premium pupils (0.28%). This can considerably impact attainment and progress as children can miss out on essential instruction given at the start of the day.
9	<u>Complex family situations.</u> Pupils eligible for Pupil Premium at Exwick Heights Primary have, on average, experienced more Adverse Childhood Experiences than non-Pupil Premium pupils. Studies show that ACEs significantly raise the likelihood of over 80 negative life outcomes including being 4.5x times more likely to develop depression and having a 70% chance of not achieving 5 GCSEs. (CDC, gov). Of 16 active cases with Early Help Assessment, 8 families are PP.
10	<u>Accumulation of skills and experiences needed to improve social capital and life aspirations.</u> Observations and discussions with PP pupils and families has indicated social and emotional barriers for pupils, most notably a lack of enrichment opportunities during school closures. As of September 2021, only 45% of Pupil premium pupils are signed up to participate in a club this term (inside or outside 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.

Intended Outcome	Success Criteria
1. <u>A comprehensive support package will be provided for Pupil Premium pupils who have additional vulnerabilities such as SEN and EAL.</u>	KS1 and KS2 outcomes in 2024-2025 will show that pupils who are eligible for Pupil Premium with additional vulnerabilities will make progress in line with non-pupil premium pupils. This will be measured through teacher assessment and termly formative assessment in Reading and Maths. Special Educational Needs will be identified early with multi-agency support utilised to ensure adequate provision.
2. <u>Higher rates of progress across EYFS, with a specific focus on improved language and communication skills</u>	Pupils identified as Pupil Premium will make progress in line with, or exceeding, that of non-pupil premium pupils across EYFS. Those who are identified as Low Prior Attaining will make accelerated progress. This progress will be evident in learning walks and lesson observations in EYFS.

<p>3. <u>Pupils eligible for Pupil Premium will have a positive attitude towards reading.</u></p>	<p>Reading commitment will be encouraged and monitored using our 'Read to Succeed' reward system. The number of PP pupils collecting weekly tickets will increase.</p> <p>All KS2 classes will read at least 3 class books per year with copies available for pupils to hold and read along.</p> <p>100% of Pupil Premium pupils will read, or be read to, at least 5 times a week and this will be monitored through their Reading Records.</p> <p>KS1 and KS2 outcomes in 2024-2025 will show that pupil premium pupils will make at least expected progress in reading and will achieve in line with ARE, or above ARE, in all cohorts.</p>
<p>4. <u>Pupils eligible for Pupil Premium will have a stronger grasp of basic number facts.</u></p>	<p>When tested at the end of Year 4, all 15 disadvantaged pupils will know their tables to 12x12 fluently and achieve +95% in the Multiplication Check unless significant SEN barrier is present.</p> <p>At the end of Year 1, all disadvantaged pupils will have achieved the KIP: confidently count to and across 100, forwards and backwards from any given number.</p> <p>KS1 and KS2 outcomes in 2024-2025 will show that pupil premium pupils will make at least expected progress in maths and will achieve in line with ARE, or above ARE, in all cohorts.</p>
<p>5. <u>Higher rates of progress in all cohorts for high attaining pupils eligible for pupil premium.</u></p>	<p>Greater depth pupils eligible for Pupil Premium will make progress in line with high attaining, non-pupil premium pupils.</p> <p>More Pupil Premium pupils will achieve the higher standard in all three core subjects (RWM).</p> <p>Evidence for greater depth learning will be evident in books and teacher planning.</p>
<p>6. <u>Increased parental engagement and support from home.</u></p>	<p>Increase in the number of parents of pupils eligible for Pupil Premium attending parent/carer teacher meetings.</p> <p>All Pupil Premium pupils will complete and bring in home learning each week.</p> <p>All Pupil Premium pupils will read at home, or be read to, 5 times a week.</p> <p>Home learning will be monitored by class teachers weekly.</p>
<p>7. <u>Pupils eligible for Pupil Premium will know what constitutes a healthy lifestyle and their parents will ensure that they eat a healthy diet at home</u></p>	<p>Sustained levels of wellbeing from 2021-2025 demonstrated by qualitative data from student voice, student and parent surveys and teacher observations.</p>
<p>8. <u>Improved attendance and punctuality</u></p>	<p>Sustained high attendance demonstrated by:</p> <ul style="list-style-type: none"> - The average PP attendance above 95%. - Average attendance being in line with non-disadvantaged pupils. - The percentage of all pupils who are late being below 1%.
<p>9. <u>Families identified as having complex family situations will be supported by Parent Support Worker</u></p>	<p>Pupil progress will not be affected by adverse childhood experiences.</p> <p>Parent Support worker will provide thorough support for identified families.</p> <p>A trauma-informed approach will be used by all teaching staff and will be evident in learning walks.</p>
<p>10. <u>Pupils eligible for Pupil Premium will accumulate skills and</u></p>	<p>Over 75% of Pupil Premium pupils will participate in an extra-curricular activity inside or outside school.</p>

<u>experiences needed to improve social capital.</u>	Every PP pupil will attend at least one educational visits each year. This will be monitored by class teachers and DS Lead.
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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: £74,788

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>Incremental Coaching to ensure high-quality teaching</u></p> <p>We will embed a fortnightly, incremental coaching programme across all phases, delivered by the Year Group Lead Teachers and Deputy Headteacher. This programme will also include subject-specific coaching from subject leads where needed.</p>	<p>Many evidence sources recognise high quality teaching as the most effective way to improve progress and attainment, including the EEF publication, ‘Closing the Attainment Gap’.</p> <p>To maintain high quality teaching, continued professional development must be embedded. Incremental coaching is a form of teacher development based on an approach to observation and follow-up conversations advocated in Leverage Leadership by Paul Bambrick-Santoyo. Furthermore, Kraft, Blazar and Hogan (2017) found ‘large positive effects of coaching on teachers’ instructional practice’.</p> <p>Research Link: National College for Leadership in Teaching - Coaching for Teaching</p>	4, 5
<p><u>Effective Planning Schemes and Mastery Learning</u></p> <p>We will continue to invest in and use successful planning schemes including White Rose Maths, Little Wandle Letters and Sounds, Jigsaw PSHE and Reach Out Curriculum resources.</p>	<p>Using successful and intelligently sequenced planning schemes will allow teachers to focus more on the enacted level of the curriculum. Teachers will adapt planning schemes where needed. The planning that we invest in centres around mastery learning. EEF evidence suggests that this has an impact of +5 months.</p> <p>Research Link: EEF - Mastery Learning</p>	2, 4, 5
<p><u>Assessment to Inform Feedback</u></p> <p>We will continue to use termly assessment in mathematics (White Rose) and introduce NFER termly assessment in reading. This will help to inform subsequent planning and teaching.</p> <p>Training for staff will occur in the Autumn Term to ensure that assessments are interpreted and administered correctly.</p>	<p>Evidence from EEF details the importance of using standardised assessment to provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure that receive the correct additional support through intervention and teacher instruction. The EEF explains that gathering information on how well pupils have learnt a topic is important in enabling teachers to address any misunderstandings and provide the correct level of challenge in future lessons.</p> <p>EEF states that it can have an impact of +5 months.</p> <p>Research Link: EEF - Assessment & Feedback</p>	4, 5

<p><u>Daily phonics provision</u></p> <p>We have invested in a DfE validated Synthetic Phonics Programme (Little Wandle, Letters and Sounds) to ensure high quality, consistent teaching of phonics and early reading for every child in every classroom.</p> <p>All teaching staff at Exwick Heights have completed the online CPD in the Autumn Term.</p>	<p>In the EEF, there is extensive research that confirms the effectiveness of phonics teaching. It involves skills of hearing, identifying and using patterns of sounds and phonemes to read written language. Extensive EEF evidence shows that phonics have a positive impact (+5 months) in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>Research Link: EEF - Phonics</p>	3
<p><u>Regular CPD led by subject leads and safeguarding lead</u></p> <p>CPD for all staff is ongoing, led by core subject leads, SLT and Safeguarding Lead.</p> <p>Pupil Premium Progress Meetings termly.</p>	<p>Research Link: EEF - Continuing Professional Development</p>	3, 4, 9

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

Budgeted cost: £37,394

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>Weekly Pupil Conference Time</u></p> <p>We will continue to employ Premier Sport coaches to teach weekly sport sessions in cohorts with the highest proportion of pupil premium pupils. This will release the class teachers to conference children in small groups of no more than 5 children as EEF guidance suggests.</p> <p>In 2021-2022, this provision will be provided for Year 3 and Year 6.</p>	<p>In the EEF, there is extensive evidence supporting the impact of high-quality, one-to-one and small group tuition as a catch-up strategy. To be most effective, the guidance states that the tuition should be linked to the curriculum and focussed on areas where pupils would most benefit from additional practice or feedback.</p> <p>Research Link: EEF - Small Group Tuition</p>	4, 5
<p><u>Academic Mentor and Tuition</u></p> <p>We have employed an academic mentor to work across KS2 with predominately PP children. This will begin with Year 3 and Year 5 children (cohorts will a higher number of PP children).</p>	<p>In the EEF, it states that tutoring is effective, particularly when there is a three-way relationship between tutor, teacher and pupils. Tuition should be guided by the school, linked to the curriculum and focused on areas where pupils would most benefit from additional practice or feedback.</p>	4, 5
<p><u>Reading Provision including Comprehension strategies and access to online libraries.</u></p>	<p>The EEF shows on average, reading comprehension approaches deliver an additional six months' progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and</p>	2, 3

Bug Club, Oxford Reading Buddy, Drop Everything and read, Whole Class Reading, Little Wandle provision for Phonics.	involve activities and texts that provide an effective, but not overwhelming, challenge.	
<p><u>Investment in Educational Technology packages</u></p> <p>At Exwick Heights, we will continue to use technology packages such as SPARX, Bug Club and Spelling Shed.</p>	<p>Research on Rosenshine’s Principles of Instruction and Willingham’s fluency and drilling show that students’ confidence and fluency will improve through independent practice.</p> <p>SPARX provides personalised learning tasks based on adaptive systems. It requires children to retrieve multiplication facts from their long-term memory. It offers powerful insights, allowing teachers to immediately identify trends within a class.</p> <p>Bug Club provides children with reading texts and teachers will assessment. Evidence from UCL Institute of Education (IOE) shows that children can make +30 months progress in 18 months.</p> <p>Spelling Shed provides activities for phonics, vocabulary, grammar and punctuation and makes revision of these skills a regular practice.</p>	3, 4, 5
<p><u>Nuffield Health and Early Language</u></p> <p>We will continue to use this intervention programme, delivered to targeted pupils.</p>	<p>Early intervention is known to close the attainment gap between disadvantaged children and their more affluent peers. Nuffield Health Early Language Intervention has been robustly evaluated through a randomised control trial between June 2018 and November 2019. The results provide strong evidence for the effectiveness of the programme. The trial involved 1,156 pupils in 193 schools. The children made an average of 3 additional months’ progress in language. This result has a high security rating of 5 out of 5 on the EEF padlock scale. This programme will be embedded into everyday practice.</p> <p>Research Link: EEF - Nuffield Early Language Intervention</p>	2
<p><u>Speech and Language</u></p>	<p>The EEF shows that communication and language approaches especially in the early years has high impact for low cost based on extensive research.</p> <p>Research Link: EEF - Oral Language Interventions</p>	2

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £37,394

Activity	Evidence that supports this approach	Challenge number(s) addressed
<u>Provide Parental Support</u>	The ‘Working with Parents to support Children’s learning Report’ from the EEF suggests that effective parental	6, 7, 8 and 9

<p>Our Parental Support Worker will offer sustained and intensive support where needed.</p>	<p>engagement can lead to learning gains of +3 months over the course of a year.</p> <p>Research Link: EEF - Parental Engagement Guidance</p>	
<p><u>Education Welfare Service</u></p> <p>The Ted Wragg Trust has implemented an Education Welfare Service, in part, to support and promote high attendance.</p>	<p>Evidence shows that pupils with an attendance of 95% or less do not achieve as well academically as peers with an attendance of over 95%.</p> <p>Improving 'Attendance Guidance Report' and 'Working with Parents to Support Children's Learning Guidance Report' from the EEF suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.</p>	8
<p><u>Ensure an effective programme of social and emotional learning.</u></p> <ol style="list-style-type: none"> 1. STAR Support: a 6-week intervention programme delivered by trained teaching assistants. It is based on THRIVE and is designed to boost self-esteem, confidence and support developing friendships. 2. Superstars: a targeted intervention programme designed to support social communication, social interaction, emotional understanding and sensory processing. 3. Jigsaw Planning: continued investment in Jigsaw scheme of learning to be delivered in class sessions. 4. Pupil Voice: Implementation of 'Pupil Premium Passports' which will be completed by class teachers termly and used to monitor pupil voice. 	<p>Evidence from the EEF's Teaching and Learning Toolkit suggests that effective Social Emotional Learning can lead to learning gains of +4 months over the course of a year.</p> <p>Research Link: EEF - Social and Emotional Learning</p>	1, 7, & 9
<p><u>Extra-Curricular Activities and Curriculum Enrichment</u></p> <ol style="list-style-type: none"> 1. PP Lead will monitor pupil premium engagement and attendance in clubs. 2. Funding for clubs and, where appropriate music tuition. 3. Subsidised educational visits. 	<p>A key lesson learnt in the Closing the Attainment Gap document produced by the EEF is that essential life skills are important in determining life chances.</p> <p>Research Link: EEF - Sports Participation</p> <p>Research Link: EEF - Arts Participation</p> <p>Research Link: EEF - Outdoor Adventure Learning</p>	10

Total budgeted cost: £149,576

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.

Priority 1: Improved attainment for pupils eligible for PP funding in reading, writing and maths (individually and combined) particularly in Years 4 and 6.

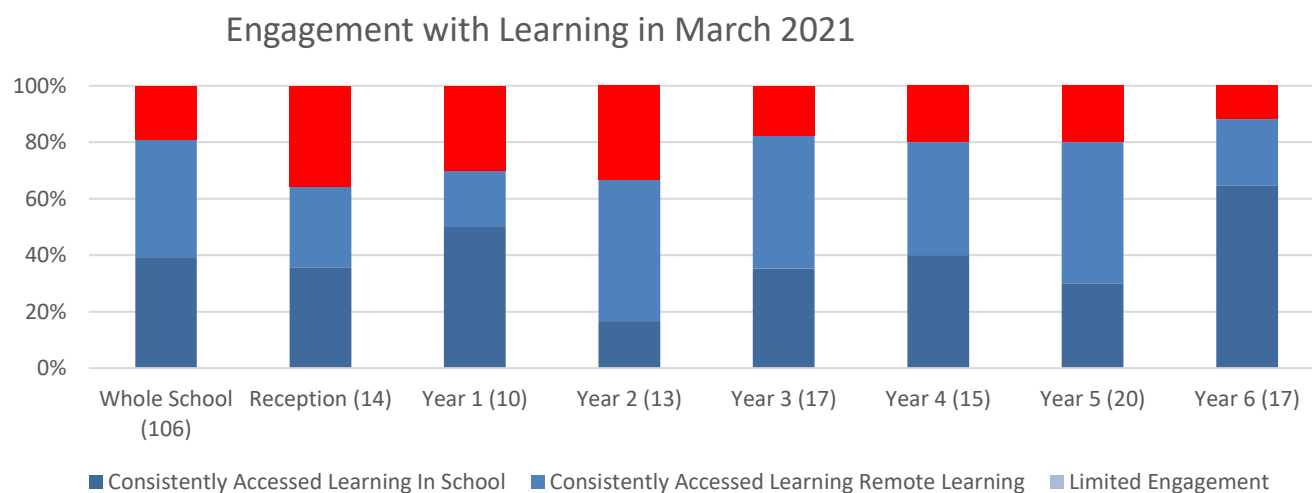
Overall, internal assessment suggests that performance of disadvantaged pupils in KS2 was generally in line with previous years. However, the performance of pupils eligible for Pupil Premium in KS1 was lower than in previous years. This is primarily to Covid-19 as our PP pupils were not able to benefit from the full range of teaching and targeted intervention that we offer. The impact was however mitigated by our resolution to maintain a high-quality curriculum using the measures listed and reviewed below:

Online Teaching during Partial Closure:

During the second lockdown (January-March 2021), teaching staff provided four-hours of daily lessons via Google Classroom. In early January 2021, 66% of our pupils eligible for Pupil Premium funding were either in school or fully engaged in remote learning at home. This figure rose substantially to 81% by March 2021. Strategies used to support Pupil Premium pupils included:

- IT support and laptops
- Paper copies of lessons
- Weekly contact for all pupils eligible for Pupil Premium.

Engagement was particularly high with our KS2 pupils as evidenced below:



High Quality Teaching: Learning walks, drop-ins and formal observations have showed well-planned, high-quality learning opportunities across all areas of learning. We established a 'Common Language for Learning' in Autumn and this was used to great effect in Spring and Summer.

Incremental Coaching: Our coaching program was paused during the Spring term due to COVID-19 and school bubbles; however, it was resumed in the Summer term. Staff were positive about the process. We are continuing with this provision in 2021-2022, but have now moved to a fortnightly coaching programme for all teachers, delivered by Year Group Leads and SLT.

Small Group Tuition: This year, we invested in Premier Sport provision in order to release teachers in year groups with the highest proportion of Pupil Premium pupils. This enabled teachers to have a weekly, one-hour session of pupil conference time with Pupil premium pupils. 18 pupils in Year 6 and 14 pupils in Year 5 benefited from this conferencing time. All pupils included in this provision made expected or accelerated progress this year.

Reading: Our school library remained closed due to COVID-19; however, each class set up their own class library to encourage a love of reading. Daily 'Drop Everything and Read' slots were timetabled to encourage reading in school and each KS2 class read, and enjoyed, at least three class books during the year. In our July 2021 Pupil Premium Survey, 96% of children in KS2 said that they thoroughly enjoyed reading.

Basic Number Facts: Establishing secure recall of multiplication facts was a particular target in the Summer term. The use of Times Table Rockstars in KS1 and SPARX in KS2 enabled good progress, particularly in Years 4 and 5. By July 2021, 85% of KS2 children were engaging in the programme every week. In the Year 4 Multiplication Check, 74% of children scored 80% or more, with 24 children scoring full marks.

Catch-Up Provision: A catch-up programme was established in the Summer Term. We employed two additional qualified teachers to provide focussed teaching for identified pupils in KS1 and LKS2 and reallocated one experienced Year 6 teacher to provide small group and 1:1 teaching for our older pupils. Teachers in cohorts with a high proportion of pupils eligible for Pupil premium were released to conference these pupils weekly.

Priority 2: Improved number of Pupil Premium pupils attain expected or GD in all three core subjects.

We found that some Greater Depth pupils engaging in remote learning have made less than expected progress. As a result, this is an area that we will be addressing in 2021-2025 (challenge and intended outcome 5).

Priority 3: Cohorts with a high number of Pupil Premium and PP/SEN to make accelerated progress.

This year, we had 23 pupils eligible for Pupil Premium who had additional Special Educational Needs. 44% of these pupils were in Year 6. To address this, Premier Sport provision was used in Year 6 to release class teachers to provide small group tuition for a targeted group of these pupils. All pupils targeted made at least expected progress last year.

The provision for all disadvantaged children throughout lockdown was strong. Many disadvantaged pupils were offered places in school. For example, in Year 6, where we had a large proportion of children with multiple disadvantage, 60% of these pupils were in school. All pupils at home were supported closely by teachers. We did everything we could to ensure that families of our most disadvantaged received the resources and support to enable them to continue to keep pace with the learning expectations for the term.

Priority 4: Targeted parents will become more fully engaged, working with the school to support their child/children.

Due to the pandemic, all school social events such as school fetes and assemblies were cancelled this term. During the third lockdown between January and March, parents and carers were fully supported by class teachers, our parental support worker (LP), the Safeguarding Lead (TC), IT Co-ordinator (ME) and Senior Leadership Team. Support for parents was given through:

- Weekly/ fortnightly phone calls from class teachers
- IT support including laptops
- Well-being support from our Parent Support Worker
- Advice regarding access to foodbanks and food hampers.

In July 2021, the parents/ carers of only 21% of our Pupil Premium pupils attended our online ‘Meet the Teacher Conferences’. This is an area we will need to continue to invest in this year.

Priority 5: Pupil Premium pupils will engage fully with extra-curricular opportunities to extend life experiences.

Due to the COVID pandemic, class trips, music lessons and residential trips were not possible in the Autumn and Spring Terms.

In June 2021, all Year 6 pupil premium pupils enjoyed a 3-day residential which focussed on sports and outdoor education. Quotes from two Year 6 Pupil Premium pupils:

- “I didn’t ever think I’d be brave enough to go kayaking, but I did it! I want to go again!”
- “I tried crabbing for the first time! I’ve never done it before!”

In July 2021, all Year 6 pupils participated in an outdoor production of Moana. This was filmed for other year groups to watch and created into a DVD for Year 6 families.

Our PE lead organised and arranged separate COVID-safe sports days for each year group.

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
SPARX Maths	SPARX
Bug Club	Active Learn
Little Wandle Letters and Sounds Revised	Wandle Learning Trust
Spelling Shed	2021 Education Shed

Service Pupil Premium Funding (Optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	3 pupils were eligible for this funding. Two received STAR support (a six-week intervention programme delivered by a trained teaching assistant. It is based on THRIVE and is designed to boost self-esteem and confidence. It was also a dedicated time for these pupils to express feelings and worries. One pupil was part of a home learning club as it was recognised that pressures at home were leading to completing this at home was causing stress.

What was the impact of that spending on service pupil premium eligible pupils?	A reduction in anxiety for pupils with all able to express feelings confidently. Greater resilience and improvements in friendships.
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Further Information

We use school funds in addition to our pupil premium funding allocation and Recovery Premium funding allocation to resource the above strategies.