



Pupil premium strategy statement

September 2020 – July 2023

School overview

Pupils in school	651
Proportion of disadvantaged pupils	37.3% (243 children)
Pupil premium allocation this academic year	£326,835
Academic year or years covered by statement	September 2020 – July 2023
Publish date	September 2020
Review date	July 2021
Statement authorised by	James Wright
Pupil premium lead	Katie Susarla
Governor lead	Louise O'Brien

Disadvantaged pupil progress scores for last academic year (data from March 2020 due to COVID 19)

Measure	Reading	Writing	Mathematics
DAP progress score	n/a	n/a	n/a
% DAP meeting expected standard at KS2	62%	58%	63%
% DAP achieving high standard at KS2	8%	8%	13%

Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 Reading	July 2023
Progress in Writing	Achieve national average progress scores in KS2 Writing	July 2023
Progress in Mathematics	Achieve national average progress scores in KS2 Writing	July 2023
Phonics	Achieve above national average expected standard in Phonics Screening Check	July 2023
Other	Improve attendance of disadvantaged pupils to LA average	July 2023

Teaching priorities for current academic year

Measure	Activity
Priority 1	<p>Excellent teaching in all year groups to ensure PP children are progressing and achieving at least National average:</p> <ul style="list-style-type: none"> • Employing three intervention teachers - Interventions for 6-week periods with PP children who have been carefully chosen after PPMs. All children to have personalised targets and focused learning. • Quality first teaching- All pupils are entitled to challenging and engaging lessons. Effective teaching monitored throughout the year through Edukey and OTrack. • TA CPD - TAs are offered training and can identify their own training needs. • Tuition – after school tuition for focused impact.
Priority 2	<p>Use of oracy to improve language and vocabulary for all to raise attainment in all subjects so that it is in line with national figures through:</p> <ul style="list-style-type: none"> • Embedding oracy in all subjects across school • Opportunity for the children to articulate themselves and communicate effectively with different people. • Children’s vocabulary is improved through their understanding of social speaking skills. • Oracy champions supporting staff in developing use of language and vocabulary in all subject areas
Barriers to learning these priorities address	<p>Poor language and vocabulary development.</p> <p>New starters.</p>
Projected spending	£90,000

Targeted academic support for current academic year

Measure	Activity
Priority 1	<p>To raise attainment in Key Stage 2 in all subjects for all pupils eligible for PP so that it is in line with national figures.</p> <ul style="list-style-type: none"> • An additional intervention teacher in Year 6 for reading, writing and maths. • Additional intervention teacher in Year 1 / 2 • AHTs/DHT taking writing groups in year 2 and 6
,Priority 2	<p>To ensure home learning is individualised and targeted to ensure all pupils can reach National average.</p> <ul style="list-style-type: none"> • Chromebooks and internet dongle to be provided for families with no access to the internet or a computer - In the event of another national lockdown/ self-isolation (Covid 19) all PP children will have the access to a computer device and internet to continue with their learning at home. • Online subscriptions (mathletics, AR, Google classroom, Odizzi, Spelling shed) to raise the home learning profile and support learners to achieve National average. Within school the use of the library, ICT suite and other technology, the children have access to a plethora of online resources to enable further progression and motivation in many areas of the curriculum.
Priority 3	<p>To ensure induction of EAL children allows newly arrived pupils to have accelerated progress.</p> <ul style="list-style-type: none"> • Employ an EAL leader to support our newly arrived pupils (many of whom are pp pupils). • Embed new EAL assessment. • Staff who are bilingual to be deployed suitably. • iPads available for targeted support. • Sound training (6 week programme) -A scheme that focuses on the development of pupils' reading.
Barriers to learning these priorities address	<p>Availability of parental support for learning.</p> <p>Poor language and vocabulary development.</p>
Projected spending	£120,000

Wider strategies for current academic year

Measure	Activity
Priority 1	<p>Pastoral team to support with children's physical and mental and well-being.</p> <ul style="list-style-type: none"> • Deals with emotional issues allowing less lost learning time. • Art therapy - Children with social and emotional needs have some time 1:1 / 1:2 participating in art therapy. • 'Hot chocolate Friday'- children who have consistently behaved well are rewarded by having hot chocolate with a member of SLT and other children. • Sports' coach – to offer after school clubs; help with suitable play outdoors and quality PE lessons.
Priority 2	<p>Broadening opportunities to engage with wider learning experiences – visits, visitors – to raise aspirations and provide life experiences (will depend on National restrictions due to covid 19)</p> <ul style="list-style-type: none"> • Subsidised residential trip for Year 5 and 6 pupils • Visitors linked to projects. • Healthy living award- Develop children's attitudes to healthy living and fitness through sports activities, growing fresh food and healthy cooking lessons.
Priority 3	<ul style="list-style-type: none"> • Enhance pupils' personal development through the new progression guidance in the PD curriculum, supported by a subscription to Go Givers.
Priority 4	<p>Offer of out of hours care (to continue once Covid 19 restrictions have relaxed)</p> <ul style="list-style-type: none"> • Breakfast Club (Covid restrictions will mean children will be in 'bubbles' during breakfast club with 3 members of staff) • Ensures that pupils do not start school hungry. • Provides an opportunity for parents to drop children off early to allow them to get to work. • Provides enrichment activities for pupils. • Homework clubs Extended school sports clubs
Priority 5	<p>Improve attendance in children to ensure children have the opportunity to achieve at least National Average.</p> <ul style="list-style-type: none"> • Eligible children attend school more regularly and fewer children arrive late (Lucky day). • Children who attend school on time every day are rewarded with incentives from the 'always club'. • 100% attendance prize draw. • Weekly updates to staff. • Attendance officer employed to support the tracking of attendance.

Barriers to learning these priorities address	Improving attendance and readiness to learn for the most disadvantaged pupils Lack of opportunity for life experiences, visits/trips Availability of parental support for learning and access to appropriate resources
Projected spending	£116,835

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring teaching staff are given CPD that suits their individual needs.	Use of Triads and 'expert' / more experienced teachers to help support one another. Finding suitable targeted CPD
Targeted support	Ensuring teachers are aware of families with no internet access at home and arrange for alternative arrangements to be made.	Check which children have internet access. Check all children can access home learning. If children are not logging on to their home learning find out the reasons why.
Wider strategies	Ensuring broad experiences have priority even with National restrictions with Covid 19.	Looking at the wider curriculum to see how broad experiences can still be implemented.

Review: last year's aims and outcomes

Due to Covid 19, a National lockdown meant not all children were in school and standardised assessment tests were cancelled. The Pupil Premium money in the summer term was used on money for meals; exercise books and pencils sent home; home learning and home visits.	
	Data below is based on TA just prior to the Covid-19 lockdown in the Spring Term.
Year 1	

Year 2	<p>40% of the PP children were achieving expected standard in reading.</p> <p>30% of the PP children were achieving greater depth standard in reading.</p> <p>40% of the PP children were achieving expected standard in writing.</p> <p>30% of the PP children were achieving greater depth standard in writing.</p> <p>20% of the PP children were achieving expected standard in mathematics.</p> <p>50% of the PP children were achieving greater depth standard in mathematics.</p>
Year 3	<p>75% of the PP children made expected progress in reading.</p> <p>10% of the PP children made more than expected progress in reading.</p> <p>80% of the PP children made expected progress in writing.</p> <p>10% of the PP children made more than expected progress in writing.</p> <p>75% of the PP children made expected progress in mathematics.</p> <p>10% of the PP children made more than expected progress in mathematics.</p>
Year 4	<p>66.7% of the PP children made expected progress in reading.</p> <p>63.3% of the PP children made expected progress in writing.</p> <p>80% of the PP children made expected progress in mathematics.</p>
Year 5	<p>80% of the PP children made expected progress in reading.</p> <p>6.7% of the PP children made more than expected progress in reading.</p> <p>80% of the PP children made expected progress in writing.</p> <p>3.3% of the PP children made more than expected progress in writing.</p> <p>70% of the PP children made expected progress in mathematics.</p> <p>10% of the PP children made more than expected progress in mathematics.</p>
Year 6	<p>59% of the PP children made expected progress in reading.</p> <p>18.2% of the PP children made more than expected progress in reading.</p> <p>59% of the PP children made expected progress in writing.</p>

	<p>9.1% of the PP children made more than expected progress in writing.</p> <p>72.7% of the PP children made expected progress in mathematics.</p> <p>13.6% of the PP children made more than expected progress in mathematics</p>
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Impact of strategy in place	Evidence
Overall strengths	<p>PP children in Year 1 are matching non-PP children for GDS in Reading and outperforming non-PP children in GD maths.</p> <p>PP children in Year 4 are dramatically outperforming non-PP children in GD reading, ARE+ writing and GD writing. PP children in Year 4 are also outperforming non-PP children in GD maths.</p> <p>In Year 4, PP children are matching non-PP children in ARE+ reading and are out-performing non-PP children in GD maths.</p> <p>In Year 5, PP children are matching the non-PP children in ARE+ reading and are out-performing non-PP children in ARE+ writing.</p> <p>In Year 4,5 and 6, there has been an increase in PP children achieving ARE+ and GD since the beginning of the year.</p>

Additional teaching support in year 6 (class teacher and intervention teacher) raised attainment for PP children through small group tuition.

59% of the PP children made expected progress in reading.

18.2% of the PP children made more than expected progress in reading.

59% of the PP children made expected progress in writing.

9.1% of the PP children made more than expected progress in writing.

72.7% of the PP children made expected progress in mathematics.

13.6% of the PP children made more than expected progress in mathematics

<p>Additional teaching support-</p> <p>Intervention teachers' impact was good across the school for PP children.</p>	<p>In reading, writing and maths, 54% of the PP children in Year 1, who had interventions, made significant progress when teacher assessed.</p> <p>In reading, writing and maths, 49% of the PP children in Year 2, who had interventions, made significant progress when teacher assessed.</p> <p>In reading, writing and maths, 63% of the PP children in Year 3, who had interventions, made significant progress when teacher assessed.</p> <p>In reading, writing and maths, 70% of the PP children in Year 4, who had interventions, made significant progress when teacher assessed.</p> <p>In reading, writing and maths, 51% of the PP children in Year 5, who had interventions, made significant progress when teacher assessed.</p> <p>In reading, writing and maths, 58% of the PP children in Year 6, who had interventions, made significant progress when teacher assessed.</p>
<p>Broad and balanced curriculum</p>	<p>A broad and balanced curriculum has been written by the curriculum team and is in the process of being imbedded throughout the school.</p>
<p>Oracy</p>	<p>To be continued in Autumn term 2020.</p>

EAL specialist teacher- supported interventions specifically for EAL, PP children.	Interventions across the school showed the majority of pupils were making progress, however due to the Covid-19 pandemic, the interventions were not completed and will be reviewed and restarted after the new year's PPMs.
Sound training (6-week programme)	Not completed
Homework clubs - Mathletics, AR, Literacy Planet – raised attainment in all areas	Mathletics usage across the school was boosted by the use of homework clubs to allow children to access the internet out of school time. This contributed to the teacher assessments mentioned above. Literacy planet was used by teachers to access phonics, sight words, spelling, comprehensive and grammar & punctuation activities. It is estimated from the progress made on Literacy Planet that the program saved the school 112 teacher hours.
Online home learning subscriptions	<p>Google classroom was set up and usage was good during the Covid 19 pandemic, meaning children could still access their learning.</p> <p>In the case where homes had no internet access paper learning was provided for the children. Exercise books and pencils were also provided for the children during this time.</p> <p>School is now looking into loaning households Chromebooks and internet dongles so that all children have access to their online learning at all times.</p>
Emotional support	Children were called by their class teacher weekly during lockdown.

Punctuality and attendance	<p>Attendance just before the lockdown was 96.02%. When the partial opening in school happened at the end of summer term (during Covid 19), attendance was good.</p> <p>Children have been encouraged to come into school on time, every day in many different ways: Lucky day, celebration certificates and badges, 'The Always Club'.</p>
A subsidised residential trip allowed children to experience activities that would otherwise be unavailable to them	<p>A third of the children who enjoyed the residential trip were identified as being pupil premium, which is a relatively accurate representation of the population of the school. On the subsidised trip, children were able to enjoy a wide range of activities that would not be available to them living in the city centre, and they learnt important life skills and social skills.</p>
Breakfast Club	<p>The club provided opportunity for the children to access the internet to complete their Mathematics homework. This helped raise attainment and progress within mathematics.</p> <p>The clubs also helped attendance figures.</p> <p>Punctuality of children who previous came into school late also improved, because of the access to a morning club (Mathletics/ breakfast).</p> <p>Breakfast club will resume when measures are in place to safely do so.</p>
Healthy living award	<p>The school have been given an extension on the award due to Covid 19. Lessons are continuing to embed the healthy living ethos into the curriculum.</p>
Celebration days for EAL children	<p>Not yet arranged.</p>