

# Pupil Premium Strategy Statement



This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

## School overview

| Detail  | Data                           |
|---|--------------------------------|
| School name   | <b>Maids Moreton CE School</b> |
| Number of pupils in school  | <b>61</b>                      |
| Proportion (%) of pupil premium eligible pupils   | <b>5%</b>                      |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | <b>3 years</b>                 |
| Date this statement was published   | <b>September 2021</b>          |
| Date on which it will be reviewed   | <b>September 2022</b>          |
| Statement authorised by   | <b>Keira Ainsworth</b>         |
| Pupil premium lead  | <b>Keira Ainsworth</b>         |
| Governor / Trustee lead   | <b>Amanda Scott</b>            |

## Funding overview

| Detail  | Amount       |
|---|--------------|
| Pupil premium funding allocation this academic year   | <b>£4035</b> |
| Recovery premium funding allocation this academic year  | <b>£2000</b> |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  |              |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | <b>£6035</b> |

# Part A: Pupil premium strategy plan

## Statement of intent

### **What is the Pupil Premium and what is its purpose?**

Background Evidence shows that children from disadvantaged backgrounds generally face extra challenges in reaching their potential at school and often do not perform as well as their peers. Therefore, publicly funded schools in England receive additional funding (Pupil Premium) from the government to help overcome barriers to learning and improve the progress and outcomes of disadvantaged pupils. Schools decide how to best use this funding in response to the needs of their children. It is the responsibility of school leaders to secure the most effective use of the funding in order to achieve the best possible outcomes for their disadvantaged pupils.

Maids Moreton CE School currently has 5% of pupils on roll in receipt of Pupil Premium. [3 children]. We actively encourage all eligible families to apply.

### **Funding Eligibility and use of the Funding**

Pupil Premium funding is based on the number of pupils in school each year from the following categories:

- ❖ Looked-after and previously looked-after children.
- ❖ Children from low income families who are eligible for Free school meals. [FSM]
- ❖ Children from low income families who have been eligible for Free School Meals at any point during the previous 6 years. [Known as Ever 6].
  
- ❖ Service Premium - whilst paid to schools with the Pupil Premium, the Service Premium is not part of the pupil premium and eligibility relates to pupils with a parent serving in HM Forces or in receipt of a pension from the Ministry of Defence. This funding is to help with pastoral support. Pupils who attract the service premium do not form part of the school's disadvantaged population or data.

Schools may also spend some of their Pupil Premium funding on pupils who do not meet the eligibility criteria but require additional support. For example, young carers and those pupils who are/were previously in contact with a social worker. It is understood that not all children who are in receipt of Pupil Premium funding are socially and/or academically disadvantaged. It is also understood that not all children who are socially and/or academically disadvantaged will be registered or qualify for Pupil Premium funding. The funding may therefore be allocated to help a wider number of children in need of academic and pastoral support.

## **Our Rationale**

Maids Moreton CE School uses the *Education Endowment Foundation (EEF) Guide to the Pupil Premium*. This includes the following 5 key principles of spending:

- Schools can make a difference in narrowing attainment gaps;
- Evidence-informed teachers and leaders must combine research findings with professional expertise to make decisions;
- Quality First Teaching benefits every child;
- Funding must support middle and higher attaining pupils – it must not solely focus on lower ability pupils;

In line with the EEF Guide, Maids Moreton CE School adopts a tiered approach to Pupil Premium spending. They are as follows:

**Quality First Teaching** - Ensuring an effective teacher is in front of every class, and that every teacher is supported to develop professionally, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending. Spending on improving teaching might, but not exclusively, include professional development, training and support for teachers at all stages of their career.

**Quality targeted academic support** - Evidence consistently shows the positive impact that quality targeted academic support can have on those pupils who are not making good progress. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy. The EEF have evaluated the impact of a range of strategies and schools are encouraged to make use of these resources.

**Wider strategies** - Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and financial, social and emotional needs of families. While many barriers may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category.

### **Responsibilities:**

#### **Local Governing Boards are responsible for:**

- Agreeing and approving annual Pupil Premium statements;

- Ensuring the school meets its statutory responsibilities for Pupil Premium spending, including publication on the school website;
- Monitoring the allocation (using EEF guidance), implementation and impact of Pupil Premium spending.

**Headteachers are responsible for:**

- Writing annual Pupil Premium statements using agreed EEF guidance and DFE templates;
- Reviewing Pupil Premium statements for the previous academic year using agreed guidance and templates;
- Ensuring agreed strategies are effectively implemented and monitored so that they lead to improved outcomes for disadvantaged pupils;
- Publishing statutory information on the school's website;
- Producing termly reports relating to outcomes for disadvantaged pupils to LGB.
- Communicating and working alongside wider agencies to support disadvantaged pupils where required.

**Teachers and other school staff are responsible for:**

- Ensuring they have an accurate understanding of the disadvantaged pupils in their class and their specific barriers to achieving highly;
- Implementing the schools agreed Pupil Premium strategy at class level.
- Liaising effectively with the wider agencies to support pupils in overcoming barriers where possible.

**Useful links:**

- <https://www.gov.uk/government/publications/pupil-premium/pupil-premium>
- <https://educationendowmentfoundation.org.uk/>

## Challenges

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

| Challenge number | Detail of challenge  |
|------------------|--|
| 1                | Lower attainment than their peers in the core skills: reading, writing [including spelling and grammar], maths and phonics.  |
| 2                | High value not placed by parents on school attendance and punctuality.   |
| 3                | Social issues. Turbulent home life with families managing competing demands on their time and attention, e.g. number of young children, pets, work, finances. Pupils lack stability and plentiful parental attention and do not always arrive at school ready to learn, e.g. tired, no breakfast, lack of routine. |
| 4                | Narrower life experiences due to financial constraints and lower parental aspirations. It is challenging for some families to provide a rich home learning environment (Cultural Capital).   |
| 5                | Lack of enriching experiences and language modelled at home which negatively impact on vocabulary, knowledge and communication skills. As a result speech and language is often a barrier with children presenting with poorer language skills and reduced vocabulary in comparison to their peers.                |
| 6                | Low parental engagement in support for learning  |
| 7                | Confidence with and/or availability of suitable technology limited. Lack of access to appropriate IT provision to access home learning platforms.  |
| 8                | Poor social and emotional skills on entry. Difficulties with self regulation, social skills, managing feelings and behaviour and making positive relationships.  |
| 9                | Poor readiness for learning e.g. limited concentration span, listening and attention skills. Poor fine motor skills.   |
| 10               | Transport difficulties in getting to and from school.  |
| 11               | Financial barriers and deprivation – impacting resourcing of uniform, school shoes, and accessing extra curricular opportunities such as PTA events, visits, clubs.  |

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan, [2021-2024]** and how we will measure whether they have been achieved.

| Intended outcome   | Actions  | Success criteria  |
|--|--|---|
| <p><b>Priority 1</b></p> <p>To accelerate the progress and attainment of all disadvantaged pupils</p> <p>To ensure pupils eligible for Pupil</p> | <ul style="list-style-type: none"> <li>❖ Provide quality First Teaching for all pupils in every classroom.</li> <li>❖ Provide high quality written and/or oral feedback to all pupils.</li> <li>❖ Ensure strong transition between year groups so that provision is seamless and staff know pupils well, responding</li> </ul> | <ul style="list-style-type: none"> <li>❖ Disadvantaged pupils make at least good or accelerated progress in reading, writing, maths and phonics over the course of the academic year from their starting points.</li> </ul> |

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| <p>Premium have a solid grasp of the core basic skills in order to reach their full potential and maximise their progress in reading, writing, phonics and maths.</p>         | <p>effectively to their needs and successfully addressing any barriers to learning.</p> <ul style="list-style-type: none"> <li>❖ Track progress of disadvantaged pupils throughout their time in school and ensure challenging targets are set.</li> <li>❖ Provide high quality targeted additional small group/1:1 support where a child is not on track or working below ARE.</li> <li>❖ Monitor and evaluate the interventions at regular intervals to ensure they are making the maximum impact.</li> </ul>  | <ul style="list-style-type: none"> <li>❖ There is no significant gap between disadvantaged pupils and their peers within school or nationally.</li> <li>❖ The difference in outcomes between eligible and non eligible pupils is diminished. Outcomes and progress should be broadly in line or better than national average.</li> </ul>   |
| <p><b>Priority 2</b><br/>To ensure that attendance and punctuality of disadvantaged pupils is in line with peers and reaches or exceeds school target of 96%.</p>             | <ul style="list-style-type: none"> <li>• Track the attendance and punctuality of disadvantaged pupils on a 6 week cycle. Follow up attendance concerns immediately using school and County procedures.</li> <li>• Provide practical support where needed to improve attendance and punctuality e.g. with transport, wrap around care, lift sharing, walking to and from school.</li> <li>• Provide additional support for families where attendance continues to be a concern.</li> </ul>  | <ul style="list-style-type: none"> <li>• Disadvantaged pupils attend school regularly. Their attendance exceeds 96%</li> <li>• Tailored support and intervention is put in place to enable parents to overcome any barriers that prevent children attending school or arriving on time.</li> </ul>   |
| <p><b>Priority 3</b><br/>To enhance pupils' cultural capital and vocabulary, by providing a broad and exciting curriculum and a wide variety of enrichment opportunities.</p> | <ul style="list-style-type: none"> <li>• Provide a rich and varied Curriculum which enhances pupils' vocabulary and cultural capital and exposes them to a wide range of different experiences.</li> <li>• Explicitly focus on vocabulary growth, e.g through the use of knowledge organisers.</li> <li>• Give all pupils the opportunity to access high quality texts both within school and to borrow from the school library.</li> <li>• Provide opportunities for disadvantaged children to attend a club of their choice free of charge.</li> </ul> | <ul style="list-style-type: none"> <li>• The curriculum will be carefully planned and delivered to enhance pupils' cultural capital and vocabulary.</li> <li>• Opportunities will be provided above and beyond normal circumstances to improve the life chances and experiences of our disadvantaged pupils.</li> <li>• Disadvantaged pupils will be given full access to the wider opportunities school has to offer including library</li> </ul> |

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|  | <ul style="list-style-type: none"> <li>• Provide funding for disadvantaged pupils to access private music tuition should they wish</li> <li>• Support parents financially to fully access school trips, visits, workshops, PTA events and residential.</li> </ul>   | <p>book loaning, clubs, music tuition, PTA events, workshops and all school visits and residential.</p> <ul style="list-style-type: none"> <li>• Disadvantaged pupils may develop talents and achievements that would otherwise be undiscovered.</li> <li>• Activities will develop self esteem, confidence, and resilience.</li> </ul>  |
| <p><b>Priority 4</b><br/>To ensure that financial and other pressures do not impact on a parent's ability to support their children's schooling and education.</p> | <ul style="list-style-type: none"> <li>❖ Provide support with the purchase of school uniform and/or school shoes.</li> <li>❖ Loan laptops and/or other relevant IT equipment to families where IT is barrier, in the event of home learning/ for homework.</li> <li>❖ Provide free access to home learning platforms such as Doodle.</li> <li>❖ Provide other equipment to disadvantaged pupils as required, e.g stationery, hygiene kits.</li> <li>❖ Support parents financially to purchase any extra resources required e.g. KS2 whole class reading texts</li> <li>❖ Support parents financially to access clubs, music tuition, school trips, visits, workshops, PTA events and residential. See above*</li> </ul> | <ul style="list-style-type: none"> <li>❖ Parents will be supported with the cost of school uniform.</li> <li>❖ Pupils will be provided with all the resources they require to engage with learning outside the classroom to ensure equality of access and opportunity.</li> <li>❖ Disadvantaged children will have the equipment and resources they need [e.g. set texts in KS2] to fully access the curriculum.</li> <li>❖ Pupils will be able to fully access the same extra curricular opportunities as their peers.</li> </ul> |
| <p><b>Priority 5</b><br/>To ensure that disadvantaged families feel confident, comfortable and motivated to engage with</p>  | <ul style="list-style-type: none"> <li>❖ Provide pastoral and emotional support, e.g. phone calls home and opportunities to talk face to face to disadvantaged families to offer support, e.g. with attendance, homework, wider social issues.</li> </ul>   | <ul style="list-style-type: none"> <li>❖ Parents will receive full communication of all upcoming school events via a number of platforms.</li> <li>❖ Disadvantaged families will engage well with school and feel comfortable</li> </ul>   |

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| <p>school and wider services.</p>   | <ul style="list-style-type: none"> <li>❖ All EYFS parents to be provided with a Tapestry account</li> <li>❖ Parents' section signposted on school website</li> <li>❖ Home school agreement.</li> <li>❖ Support parents who lack confidence with the use of technology or who do not have the appropriate technology at home to access school systems.</li> <li>❖ Hold proactive lines of communication with wider services in place to support those children with safeguarding needs e.g. social care, early help, health visitors, school nursing team.</li> <li>❖ Provide additional SEN support to families where children have additional needs.</li> </ul> | <p>approaching staff for help and support.</p> <ul style="list-style-type: none"> <li>❖ Attendance for disadvantaged families at parents' evenings, school events, information sessions and curriculum workshops will be in line with other pupils.</li> <li>❖ Parents will be able to access resources and information to aid them in supporting their children at home and to attend school events.</li> <li>❖ Supported by school staff, parents will engage positively with wider services.</li> <li>❖ Parents of children with SEN will engage positively with school.</li> </ul> |
| <p><b>Priority 6</b><br/>To increase children's vocabulary and address their speech and language needs [receptive and expressive]</p> | <ul style="list-style-type: none"> <li>❖ Provide a rich and varied Curriculum which enhances pupils' vocabulary and exposes them to a wide range of new language</li> <li>❖ Explicitly focus on vocabulary growth, e.g through the use of knowledge organisers.</li> <li>❖ Address the needs of individual pupils through quality targeted speech and language interventions.</li> </ul>   | <ul style="list-style-type: none"> <li>❖ The acquisition of language of disadvantaged pupils will be specifically addressed and their vocabulary enhanced.</li> <li>❖ Pupils will receive the interventions they need to develop age appropriate expressive and receptive language skills.</li> </ul>  |

## 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: £1840

| Activity   | Evidence that supports this approach   | Challenge number[s] addressed |
|--|--|-------------------------------|
| <p><b>A] Ensure high quality first teaching in all classrooms with a focus on PP pupils including:</b></p> <ul style="list-style-type: none"> <li>• Setting challenging targets with an ethos of high expectations for all pupils.</li> <li>• Ensuring strong transition between year groups.</li> <li>• Identifying any barriers to learning and swiftly addressing these.</li> <li>• Staff conveying positive and aspirational messages to disadvantaged pupils</li> <li>• Tracking the progress of every disadvantaged pupil termly and intervening swiftly where pupils require additional support. [Keep up not catch up].</li> <li>• Using Assessment For Learning [AFL] to identify next steps.</li> <li>• Explicitly focussing on vocabulary growth, e.g through the use of knowledge organisers.</li> </ul> <p><i>This will be monitored through a clear monitoring and evaluation cycle including monitoring of planning, learning walks, book looks and lesson observations by the head teacher and subject leaders.</i></p> <p><i>This will also include pupil voice and pupil data.</i></p> | <p>Evidence from the <b><i>Sutton Trust</i></b> shows that Quality First Teaching with a strong focus on Pupil Premium is the most effective single measure for improving outcomes for PP pupils.</p>            | <p><b>1</b></p>               |
| <p><b>B] Provide high quality written and/or oral feedback to pupils and opportunities for them to respond to the feedback.</b></p>  | <p><b><i>Third Space Learning: 45 Pupil Premium Strategies For Cost Effective Impact In Primary Schools (2021): Feedback</i></b></p> <p>This approach has been proven to yield progress results of +8 months</p> | <p><b>1</b></p>               |

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| <p><b>C] Provide a rich and varied Curriculum which enhances pupils’ vocabulary and exposes them to a wide range of new language. Explicitly focus on vocabulary growth, e.g through the use of knowledge organisers.</b></p> | <p>Research shows that our brains remember things more efficiently when we know the ‘bigger picture’ and can see the way that chunks of knowledge within that subject area link, forming powerful schemas. This helps information move into our long-term memory. Knowledge becomes ‘sticky’ – the more you know, the more you learn – which helps children gain a deeper understanding over time.</p> <p>Regular retrieval of knowledge helps us remember more effectively (<i>Roediger et al, 2011</i>).</p> <p>It helps us store knowledge in, and recall it from, the long-term memory and frees up space in the working memory to take on new knowledge (<i>Hirsch, <a href="#">Why Knowledge Matters</a> (2016)</i>).</p> | <p><b>1</b></p> <p><b>5</b></p>                 |
| <p><b>D] Give all pupils the opportunity to access high quality texts both within school and to borrow from the school library.</b></p>   | <p><i>The Centre for Literacy in Primary Education [CLPE]</i> suggests that high quality texts create more discussion, better questioning and a more thorough understanding of vocabulary.</p>  | <p><b>1</b></p> <p><b>4</b></p> <p><b>5</b></p> |
| <p><b>E] Teach phonics in smaller groups in order to address the needs of all learners.</b></p>   | <p>Phonics programme is taught more effectively in small groups where learning can be personalised. <i>The Sutton Trust</i> indicates that high quality small group teaching makes a significant impact on learners.</p> <p><i>Third Space Learning: 45 Pupil Premium Strategies For Cost Effective Impact In Primary Schools (2021): Phonics</i></p> <p>This approach has been proven to yield progress results of +4</p>  | <p><b>1</b></p> <p><b>5</b></p>                 |

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|  | <p>months.</p> <p>This is particularly beneficial to 4-7-year-olds. Phonics teaching needs to be considered within the context of all aspects of reading, including vocabulary, comprehension and spelling.</p> |  |
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £3530

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed   |
|---|--|---------------------------------|
| <p><b>A] Provide timely and quality small group intervention programmes in reading, writing, maths and phonics to address gaps in learning and accelerate progress of pupils falling below ARE.</b></p> | <p><i>The Key findings of the EEF are that</i></p> <p>1] Small group tuition has an average impact of four months' additional progress over the course of a year.</p> <p>2] Small group tuition is most likely to be effective if it is targeted at pupils' specific needs.</p> <p>3] One to one tuition and small group tuition are both effective interventions. However, the cost effectiveness of teaching in small groups indicates that greater use of this approach may be worthwhile.</p> <p>4. Providing training to the staff that deliver small group support is likely to increase impact.</p> <p>5. Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school's pupil premium strategy.</p> <p>6] Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Once group size increases above six or seven there is a noticeable reduction in effectiveness.</p> <p>7] The quality of the teaching in small groups may be as, or more important than, the precise group size (there is evidence of the benefits of staff professional development on pupil outcomes).</p> | <p><b>1</b></p> <p><b>9</b></p> |

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|  | <p>8] It is important to evaluate the effectiveness of different arrangements, as the specific subject matter being taught and composition of the groups may influence outcomes.</p> <p>9] Most of the research on small group tuition has been conducted on reading and there is a greater impact, on average (+ 4 months). The studies in mathematics show a slightly smaller positive impact (+ 3 months).</p> <p>10] Frequent sessions, three times a week or so, lasting up to an hour over about 10 weeks typically show the greatest impact.</p> <p>11] Low attaining pupils particularly benefit from small group tuition.</p>  |                                 |
| <p><b>B] Address the needs of individual pupils through quality targeted speech and language interventions. [to address expressive and receptive language needs]</b></p> | <p><b><i>The Key findings of the EEF are that:</i></b></p> <p>1] On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.</p> <p>2. It is important that spoken language activities are matched to learners' current stage of development, so that it extends their learning and connects with the curriculum.</p> <p>3. Training can support adults to ensure they model and develop pupils' oral language skills and vocabulary development.</p> <p>4. Some pupils may struggle specifically with spoken language. Schools should consider how they will identify pupils that need additional support around oral language and articulation. It may be helpful to focus on speaking and listening activities separately where needed to meet particular needs.</p> | <p><b>5</b></p> <p><b>9</b></p> |

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

Budgeted cost: £665

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed    |
|---|--|----------------------------------|
| <p><b>A] To ensure that attendance and punctuality of disadvantaged pupils is in line with peers and reaches or exceeds school target of 96%.</b></p> | <p>1] Research shows that attendance is an important factor in student achievement. A missed school day is a lost opportunity for students to learn. <i>[National center for educational statistics USA]</i></p> | <p><b>2</b></p> <p><b>10</b></p> |

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| <ul style="list-style-type: none"> <li>• Track the attendance and punctuality of disadvantaged pupils on a 6 week cycle. Follow up attendance concerns immediately, following school and County procedures.</li> <li>• Provide practical support where needed to improve attendance and punctuality e.g. with transport, wrap around care, lift sharing, walking to and from school.</li> <li>• Provide additional support for families where attendance continues to be a concern.</li> </ul>                                    | <p>2] Research shows that missing 10 percent of the school, or about 18 days negatively affects a student’s academic performance.</p> <p>3] Evidence suggests that pupils who attend school more regularly achieve better outcomes in their GCSEs than those with poor attendance. <b>[DFE 2016]</b></p> <p>4] For individual children, research shows that the negative implications can include slower progress in learning, worse prospects for future employment, poorer mental health and emotional wellbeing, restricted social and emotional development and increased vulnerability to safeguarding issues and criminal exploitation.</p>   |  |
| <p><b>B] To enhance pupils’ cultural capital, by providing a broad and exciting wider variety of enrichment opportunities and extra curricular activities.</b></p> <ul style="list-style-type: none"> <li>• Provide opportunities for disadvantaged children to attend a club of their choice free of charge.</li> <li>• Provide funding for disadvantaged pupils to access private music tuition should they wish</li> <li>• Support parents financially to fully access school trips, visits, workshops, PTA events.</li> </ul> | <p><b>**A study from <i>the Social Mobility commission. An Unequal Playing Field: Extra-Curricular Activities, Soft Skills and Social Mobility [2019]</i> reports the following findings.</b></p> <p>1] Extracurricular activities are important in developing soft (especially social) skills as well as being associated with a range of other positive outcomes (e.g. achievement, attendance at school).</p> <p>2] Analysis reveals that extracurricular activities - specifically music classes and playing a wide range of sports – are important in predicting intentions to remain in education after compulsory schooling.</p> <p>3] Extra-curricular activities boost young people’s confidence to interact socially with others; extend their social networks; and provide them with new skills and abilities. Above all, they offer an important space to have fun and relax away from the pressures of school work. These more qualitative benefits must not be discounted, especially in the context of</p> | <p><b>4</b></p> <p><b>5</b></p> <p><b>11</b></p> |

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|   | <p>contemporary challenges around young people's mental health and wellbeing.</p> <p>4] There is strong evidence that demand exists from employers for soft skills in the UK labour market.</p>  |  |
| <p><b>C] To ensure that financial and other pressures do not impact on a parent's ability to support their children's schooling and education.</b></p> <ul style="list-style-type: none"> <li>• Provide support with the purchase of school uniform and/or school shoes.</li> <li>• Loan laptops and/or other relevant IT equipment to families where IT is barrier, in the event of home learning/homework.</li> <li>• Provide free access to home learning platforms e.g. Doodle.</li> <li>• Provide other equipment to disadvantaged pupils as required, e.g stationery.</li> <li>• Support parents financially to purchase any extra resources required e.g. KS2 whole class reading texts</li> <li>• Support parents financially to access clubs, music tuition, school trips, visits, workshops, PTA events.</li> </ul> | <p>Where basic needs are met, children feel valued and part of the school.</p> <p>Children will be able to fully access learning opportunities at school and at home, will make better progress and achieve more highly.</p> <p><b>See study from <i>the Social Mobility commission. An Unequal Playing Field: Extra-Curricular Activities, Soft Skills and Social Mobility [2019]</i> ** for the benefits of participation in Extra curricular provision.</b></p> | <p><b>11</b></p> <p><b>4</b></p> <p><b>5</b></p> <p><b>6</b></p> <p><b>7</b></p> |
| <p><b>D] To ensure that disadvantaged families feel confident, comfortable and motivated to engage with school and wider services.</b></p> <ul style="list-style-type: none"> <li>• Parent section on school website</li> <li>• Tapestry account for all parents of pupils in EYFS</li> </ul>   | <p><b><i>Third Space Learning: 45 Pupil Premium Strategies For Cost Effective Impact In Primary Schools (2021)</i></b></p> <p>Involving parents in education benefits their children's academic outcomes has been proven to yield progress of +3 months.</p> <p>Encouraging parental engagement can include workshops to improve literacy or IT</p>  | <p><b>6</b></p> <p><b>7</b></p>  |

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| <ul style="list-style-type: none"> <li>• Home school agreement</li> <li>• Provide pastoral and emotional support, e.g. phone calls home and opportunities to talk face to face to disadvantaged families to offer support, e.g. with attendance, homework, wider social issues.</li> <li>• Invites and individual reminders to attend parents' evening, curriculum information sessions etc.</li> <li>• Parents' evening time slots offered to suit parents' circumstances.</li> <li>• Support parents who lack confidence with the use of technology or who do not have the appropriate technology at home to access school communication systems.</li> <li>• Hold proactive lines of communication with wider services in place to support those children with safeguarding needs e.g. social care, early help, health visitors, school nursing team.</li> <li>• SEN support provided to families where children have additional needs.</li> </ul> | <p>skills, general approaches such as encouraging parents to read with their children as well as more intensive programmes for families in crisis. Although parental engagement is associated with pupil success, evidence on methods of encouraging it is inconclusive although studies suggest that it is often easier with parents of very young children. One low-cost method that seemed to bear fruit was the use of text-message alerts.</p> |  |
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**Total budgeted cost: £6035**

## 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. [Only one pupil was eligible]

| Intended Outcome and Actions  | Impact  |
|---|---|
| <p><b>To upskill staff to ensure they have a good understanding of the needs of previously Looked After Children and acquire strategies on how best to support them:</b></p> <ul style="list-style-type: none"> <li>External CPD training on Supporting Looked After Children delivered by the Virtual School.</li> </ul> | <p>All teachers and TAs attended and reported increased levels of confidence in understanding of the needs of LAC children and the optimal ways to support them.</p>  |
| <p><b>To be ready for learning through taking part in exercises designed to promote self regulation</b></p> <ul style="list-style-type: none"> <li>1:1 body gym sessions provided twice a day to support the child to be ready to learn.</li> <li>Additional top ups provided during the day as required.</li> </ul>      | <p>The twice daily body gym sessions had a positive effect on the pupil and helped him to self-regulate ready for the session ahead. This was not always sustained throughout the session with “top ups” required.</p>  |
| <p><b>To provide quality First Teaching to diminish differences in reading, writing, maths and phonics.</b></p> <p><b>To provide quality tailored interventions to overcome barriers and address gaps in the core skills.</b></p>   | <p>Notable improvements were seen in reading and phonics. Decoding, blending and segmenting skills became more proficient, alongside high frequency word recognition, which positively impacted on reading fluency and reading comprehension. The child moved up through the book band levels at a similar rate of progress to his peers albeit from a lower starting point.</p> <p>Maths-Steady improvements in using and applying numbers to 20.</p> <p>Limited progress in writing. Behaviour and attitude to learning was a barrier here.</p> |
| <p><b>To actively encourage vulnerable children to attend school alongside key workers during Lockdown. To provide additional resources and pastoral support to those choosing not to attend.</b></p>   | <p>School placement arranged 5 days week for the duration of the lockdown. This ensured the safety and wellbeing of both the child and his sibling and ensured equality of access to educational learning.</p>  |

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| <ul style="list-style-type: none"> <li>• Full time school places provided to the child and his sibling during lockdown to support the family and safeguard the wellbeing, academic, emotional and social needs of both children.</li> </ul>  |  |
| <p><b>To develop techniques to manage feelings and behaviour and interact positively with peers in small group work.</b></p> <ul style="list-style-type: none"> <li>• Whole class PSHE activities from PACE and 1 Decision.</li> <li>• Adult support to develop the skills required to work effectively and cooperatively within a small group with good role models.</li> <li>• Rewards chart.</li> </ul> | <p>Limited impact. Therefore more specialist support engaged-See below**</p>   |
| <p><b>To assess the child's SEMH needs to identify how best to support him in his learning.</b></p> <ul style="list-style-type: none"> <li>• Carry out Boxall profile assessment.</li> <li>• Refer to Pathways PRU for advice and support through outreach service**.</li> </ul>   | <p>Boxall profile pinpointed high levels of need in numerous areas. This fed into the referral to the Pathways PRU. Due to the Pandemic, the PRU were unable to provide outreach. When the service resumed, the pupil had moved house to a new area.</p> |
| <p><b>To develop age appropriate receptive language and listening skills.</b></p> <ul style="list-style-type: none"> <li>• Tailored quality small group SALT interventions focussing on listening skills and receptive language.</li> </ul>  | <p>Responded well to this intervention in the small group setting. Further support needed to apply this to whole class situations.</p>   |
| <p><b>To refine and enhance fine and gross motor skills.</b></p> <ul style="list-style-type: none"> <li>• Tailored quality small group SALT interventions and in class support to practise fine and gross motor skills</li> </ul>  | <p>Steady improvements in fine and gross motor control noted.</p>  |

Keira Ainsworth

Head Teacher and Pupil Premium Lead. September 2021