

Pupil Premium Strategy 2021-2025



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	Alexandra Infants School
Number of pupils in school	157 incl nursery
Proportion (%) of pupil premium eligible pupils	42% - break down 40% in F1 38% in F2 40% in Y1 50% in Y2
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	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Adele Lupton Headteacher
Pupil premium lead	Amanda Smith Deputy Headteacher
Governor / Trustee lead	Julie Gilson and Angela Hardstaff, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£79,355.00
Recovery premium funding allocation this academic year	£8,700.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
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	£88,055

Part A: Pupil premium strategy plan

Statement of intent

The New Guild Trust is partnership of four schools in total equally divided into infant and junior schools in which we believe that the sum of its parts to be greater than its equal through trust, collaboration and high expectations to ensure the best education and employment for all children and adults alike.

Our aims are

- Be highly organised, communicate well, care for everyone, work well individually but equally well together.
- Show genuine interest in each other and value that our individual, unique schools make the group stronger together.
- Provide a curriculum for the needs of every child that will be full of opportunities, nourishment and growth.
- The people who work with our children will be the golden thread to provide care, warmth and inspiration to all; we want them to be strong with love, proud with belonging and to provide the best education as the foundations for everyone's success.
- Work with business, external educational leaders and the whole community to ensure the success in our schools goes above and beyond into employment opportunities for the future and for the prosperity of local and national communities.

Our vision at Alexandra Infants' School is summed up in the words-

All learning and working together in order to become the best we can possible be.

Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peer.

Our intention is that all pupils irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers as we recognise that not all pupils who are eligible for funding are under achieving. Our school is fully committed to ensuring the progress of all pupils and especially those that are disadvantaged.

The schools' objectives for disadvantaged pupils:

- Have positive relationships with pupils and families.
- Excellent pastoral care for all.
- That high quality first teaching is at the centre of our approach and that research is used to inform all approaches linked to addressing disadvantage.
- That pupils have access to high quality resources irrespective of their socio economic background.
- To use funding to achieve academic excellence for all who are disadvantaged
- Have access to a wide range of opportunities that support enrichment and complement the educational experience.
- Governance of Pupil Premium is strong and supports the culture of addressing disadvantaged pupils.

Key principles of our strategy

- To embed the teaching of language across school, using a consistent approach which is modelled through quality first teaching and monitored by all subject leads to ensure that disadvantaged pupil expectations are high .
- Embed metacognitive and social and emotional strategies within teaching to support disadvantaged pupils with self-regulation and task starting points.
- To address gaps in learning associated with school closures through targeted support.
- Address socio economic disadvantage through bespoke support to meet the needs of the individual circumstances.
- High quality CPD for all staff linked to pedagogical research.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS1 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils, including those with SEND, generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.

3	Assessments, observations, and discussions with pupils suggest disadvantaged pupils, including those with SEND, generally have greater difficulties with writing than their peers. This negatively impacts their development as writers.
4	Internal and external (where available) assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.
5	Assessments, observations, and discussions with pupils suggest that some pupils are unable to self-reflective and struggle to work independently.
6	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in reading and maths.
7	Those who are eligible for free school meals are often more persistently absent than other children and those who are persistently absent often face a number of multiple and overlapping needs within the home.
8.	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils. The pupil base is in quintile 5 (most deprived) of all schools in terms of deprivation and as a consequence poor home learning support and environment and limited life experiences beyond the home. High number of families or pupils require social, emotional or mental health support. We aim to counterbalance effects of social deprivation, enrich pupils' life experiences and provide extra opportunities to learn and apply skills in out of school contexts.

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
<p>Intended outcome 1 Improved language, comprehension and writing skills for pupils eligible for PP to give disadvantaged pupils the speech, language and communication skills needed to ensure improved literacy skills across the school.</p>	<ul style="list-style-type: none"> - Assessments and observations indicate significantly improved oral language among disadvantaged pupils. - The recommendations set out in the EEF implementation guidance are understood and used by staff. - An evidence-based approach has been implemented that provides quality first teaching of language to all pupils and a robust form of assessment. As a result, language development across the school has improved - A clear plan, with milestones, for the 3 years is in place for the development of language across the school and shared with key stakeholders - Collaborative working ensures leaders have a collective responsibility to sustain the gains made in language across the subjects - All staff (including support staff) have been appropriately trained in how to implement, monitor and assess the teaching of language across the curriculum - As a result of effective CPD, all staff have the requisite level of language and articulation required for effective teaching. - Robust assessment of children's needs in language is in place and used consistently and constantly across the school and helps to identify areas of further development and any gaps in children's language. - The expectations in relation to language outcomes for each year group are clear and all staff are aware of how these can be achieved. - Language development is consistent across the school and is a priority, which is addressed in all subject areas. - Access to high quality texts is consistent across the school. - Reading is used to support language development in all subject areas, ensuring that pupils' are able to build their cultural capital.

	<ul style="list-style-type: none"> - Development of language across the school and curriculum enables children to achieve well across the curriculum and this is reflected in results of national tests that meet government expectations.
<p>Intended outcome 2</p> <p>Disadvantaged pupils have access to high quality phonics and reading provision to ensure that progress is accelerated and attainment is consistently line with national standards at the end of EYFS, KS1</p> <p>Disadvantaged pupils close the gap at the higher standard in reading.</p>	<ul style="list-style-type: none"> - Reading Wise is used to support the teaching and retention of phonics - Synthetic phonics system (Story Time Phonics) is used consistently throughout school. - Whole class teaching is used to support keep up not catch up approach. - Staff CPD to ensure effective delivery by phonics lead. - Whole school tracking system in place to ensure that pupil progress is carefully monitored and addresses gaps in knowledge. - Additional daily phonics teaching in place for all pupils, especially those at risk of falling behind in EYFS & Y1. - By October all PP Y1 pupils begin phase 5 teaching. - Reading books closely matched to phonics knowledge taught. Independent reading books sent home support developing fluency. - Reading squad approach is used consistently across whole school to ensure all groups have adult led session 4 x weekly. Starting in September for KS1 and October half term for reception pupils. - Clear lesson structure throughout week focussing on skills for reading – language development, fluency and comprehension skills. - CPD for staff to ensure approach remains consistent. - Weekly cold comprehension activity in KS1 to monitor progress of taught skills. - Regular formative assessment of reading takes place to ensure fluidity of pupil grouping and any gaps are addressed quickly and effectively. - Regular standardised tests used for summative assessments in KS1 to ensure gaps are addressed quickly and effectively. - Reading books closely matched to phonics knowledge taught. Independent reading books sent home support developing fluency. - Reciprocal reading is used at the end of phonics sessions to allow pupils the opportunity to read daily for fluency practice. - Access to high quality texts is consistent across school.
<p>Intended outcome 3</p> <p>Disadvantaged pupils have access to high quality maths provision to ensure that progress is accelerated and attainment is consistently line with national standards at the end of EYFS, KS1</p>	<ul style="list-style-type: none"> - Quality first effective teaching including explicit input, modelling and scaffolding is in place to ensure mastery of concepts and strategies development in maths. - Clear whole school plan in place from maths lead. - Ensure that EYFS staff have access to CPD linked to the early adopter framework. - Specific focus on understanding and using related vocabulary (stem sentences). - Daily mental maths sessions for fluency and recall of number facts. - CPA approach is used to support pupil progress. - Regular formative assessment is used to move pupil progress forward clearly identifying next steps in live and post task marking. - Regular standardised tests used for summative assessments in KS1 to ensure gaps are addressed quickly and effectively.
<p>Intended outcome 4</p> <p>Disadvantaged pupils have access to high quality writing provision to ensure that progress is accelerated and attainment is consistently line with national standards at the end of EYFS, KS1</p>	<ul style="list-style-type: none"> - Quality first effective teaching including explicit input, modelling and scaffolding is in place to ensure pupil development in writing. - Basic skills are addressed – spelling and punctuation lessons develop pupils understanding of patterns and grammar rules. Literacy lead long term plan for spelling is followed. - Regular formative assessment is used to move pupil progress forward clearly identifying next steps in live and post task marking. - Staff have access to appropriate CPD to develop their teaching of writing. Literacy lead to support by ensuring long term plan for skills is followed. - Work sampling demonstrates that disadvantaged progress is in line or better than non-disadvantaged pupils.
<p>Intended outcome 5</p> <p>Pupils are more resilient, self-reflective and independent through successful implementation of metacognitive strategies – which improve self-regulated learning skills across the curriculum enabling the children to work independently.</p>	<p>Assessments and observations indicate significantly improved resilience, self-reflection and independence among disadvantaged pupils.</p> <ul style="list-style-type: none"> - This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. - The recommendations set out in the EEF metacognition guidance are adopted and taught explicitly throughout the school. - An evidence-based approach has been implemented and embedded across the curriculum that develops pupils metacognition strategies enabling them to work independently.

	<ul style="list-style-type: none"> - Teachers are continuously supported with quality CPD and resources to develop metacognitive approaches and these are rigorously evaluated for the impact on children. - Senior leaders ensure they provide teachers with time and support to make sure approaches have been implemented consistently. - Subject leaders have been and continue to be supported to ensure that they are confident in working with staff to develop metacognition strategies in their subject area. - Collaborative working ensures all leaders have a collective responsibility to sustain the gains made in metacognition across the subjects - Teachers have the professional understanding and skills to develop pupils' metacognitive knowledge in the classroom. - Monitoring shows metacognitive strategies, including how to plan, monitor and evaluate their learning are consistently explicitly taught to pupils. - Strategies that help children to work independently with success are taught consistently and embedded across the school and curriculum. - Teachers have been trained to model their own thinking to help pupils develop their metacognitive and cognitive thinking skills. - An appropriate level of challenge to help pupils develop their own knowledge of metacognition and self-regulation is seen in the classroom and across the curriculum. - Assessment of pupils shows an improvement in the use of self-regulated learning skills across the curriculum and as a result, disadvantaged children are working more independently and achieving well.
<p>Intended outcome 6</p> <p>To address the gaps in prior learning associated with inconsistent prior learning due to COVID 19 / home learning situations /lack of technology for remote learning /inconsistent attendance/SEND pupils who are also PP</p>	<ul style="list-style-type: none"> - Rigorous assessment of pupils' individual needs are continuously carried out across the school and curriculum. - Staff use the school's progression documents to identify and assess any gaps in children's learning. - Subject leaders are aware of the needs of disadvantaged pupils' in their subject and take collective responsibility for diminishing any gaps caused by socioeconomic disadvantage, ensuring good outcomes for disadvantaged children. - Gaps in knowledge and learning are addressed effectively by the teachers across each year group through the use of a spiral curriculum and explicit teaching of content. 5 greater depth attainment. - Skills that have been taught in relation to digital technology and remote learning continue to be embedded and developed so as to enhance the learning of disadvantaged pupils. - A recovery programme, which explicitly addresses the identified needs of pupils', has been used consistently across the school and consequently disadvantaged children achieve well across the curriculum. - The learning environment is supportive of disadvantaged pupils' needs e.g. use of concrete resources in mathematics, access to range of resources in art. - Staff have the expertise to draw on a range of metacognitive strategies and language strategies to support disadvantaged learners. - Training on metacognition has been provided to ensure it is embedded across the school so that pupils have high quality teaching that enables them to catch up, know and remember more - Additional teaching of phonics and early reading skills are in place for those disadvantaged children that need it in EYFS and KS1 to ensure that all children develop the reading skills needed to access the curriculum at a young age - Use of rigorously evaluated interventions delivered by teachers and support staff continue to be in place to address the gaps caused by socio- economic disadvantage. - High quality on-going CPD and resources ensure that all staff have high expectations of ALL pupils, including those who are disadvantaged. - The deployment of support staff continues to be rigorously evaluated so that it supplements rather than supplants high quality teaching. - As a result of the strategies in place, outcomes for 2024/25 are in line with national for disadvantaged pupils (2019) <p>Reading - EYFS - at 60%. KS1 – 62%</p> <p>Writing - EYFS - at 60%. KS1 – 55%</p> <p>Maths - EYFS - at 62%. KS1 – 62%</p> <p>Disadvantaged pupils are targeted at greater depth across the school to improve attainment.</p>
<p>Intended outcome 7</p> <p>To address the additional SEMHD pupils face due to covid related school closures, poor home</p>	<p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> - Trauma friendly schools practice is evidenced across school life - quantitative data e.g. boxall profile, behaviour monitoring

learning support and environment and limited life experiences beyond the home, for all pupils in our school, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> - qualitative data from student voice, student and parent surveys and teacher observations - an increased in participation in enrichment activities, particularly among disadvantaged pupils - To implement Jigsaw PSHCE scheme consistently whole school. - To timetable a range of assemblies which provide opportunities for revision of SEL strategies.
<p>Intended outcome 8</p> <p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <p>The overall absence rate for disadvantaged pupils being no more than 5% gap to national, and the attendance gap between disadvantaged pupils and their non disadvantaged peers in school is diminished</p> <ul style="list-style-type: none"> - The percentage of disadvantaged pupils who are persistently absent being no more than 10%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers in school is diminished. - EWO works closely with the school to ensure:- - Attendance is maintained so that after the impact of the school closure and bubble closures attendance for PP children is at least in line with national attendance. - Safeguarding officer monitors attendance weekly. - Persistent absence for disadvantaged pupils is below national absence for this group. - Strategies to improve attendance that are rooted in evidence of the causes of weaker attendance including high quality teaching and relationships are used.

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: £62,866.32

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Intended outcome 1</p> <p>Develop and trial models for an in class consistent language development approach which is applied across the curriculum including a whole-school model for explicit vocabulary teaching.</p> <p>Pupils in EYFS are baselined on entry using the Stoke Speaks Out speech screening tool.</p> <p>The identified gaps are then planned into quality first teaching experiences.</p> <p>Specific language interventions to address specific issues with language development and comprehension in place. Interventions carefully timetabled and staff are trained so that delivery is consistent. - Small group tuition - One to one support - Effective deployment of Teaching Assistants in class</p> <p>Staff to complete Nuffield training and attend 'Time to Talk' training and Reading Wise training. Nuffield language programme and Time to Talk to be implemented in the EYFS. Nuffield programme to be used in Year 1 also to close any gaps missed due to Covid-19.</p> <p>Referrals are made to speech and language therapy within first half term of academic year.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on language and reading:</p> <p>Using pupil premium EEF (educationendowmentfoundation.org.uk)</p> <p>EEF Diagnostic Assessment guidance EEF prioritise the development of communication and language. Approaches that emphasise spoken language and verbal interaction can support the development of communication and language.</p> <p>The EEF has funded 19 projects with a focus on early years so far. One of these particularly provides good evidence of a promising approach: the Nuffield Early Language Intervention. The programme is designed to improve the language skills of reception pupils (ages 4 – 5) with relatively poor spoken language, through scripted small-group sessions delivered by a trained teaching assistant or early years practitioner.</p> <p>Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk)</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 2, 3, 4, 5, 6, 7</p>

<p>Classrooms are language rich and develop 'word consciousness'.</p> <p>Develop and trial collaborative leadership model linked to vocabulary development. Each subject leader to take responsibility for this in their subject. Subject specific vocabulary is identified and split into tier 1,2,3 vocabulary lists. Words requiring explicit teaching are planned and implemented alongside subject leaders, developing a consistent approach to selecting the vocab which is explicitly taught – whole school, progressive word list.</p> <p>Purposeful speaking and listening activities support the development of pupils' language capability and provides a foundation for thinking and communication in all subjects</p> <p>Regular opportunities given to all learners to present, perform and collaborate</p> <p>Continue to embed agreed whole-school consistent approach on how to teach reading</p> <p>High quality professional CPD linked to metacognitive strategies in the class delivered to all staff to enable a structured, consistent approach. English lead to attend closing the vocab gap training – Alex Quigley and disseminate through bespoke CPD delivered to teachers and support staff.</p> <p>Rigorous, robust evaluation of the impact of chosen approaches at each milestone</p>	<p>Preparing for Literacy – EEF guidance report</p> <p>EEF Making the Most of Teaching Assistants</p> <p>EEF Toolkit – Putting Evidence to work – A school's guide to implantation.</p> <p>EEF prioritise the development of communication and language. Approaches that emphasise spoken language and verbal interaction can support the development of communication and language.</p> <p>Communication and language provide the foundations for learning and thinking and underpin the development</p> <p>The common features of effective CPD include subject specific training relating to both subject knowledge and pedagogy</p> <p>Metacognition and Self-regulated Learning EEF (educationendowmentfoundation.org.uk)</p> <p>EEF – Effective professional Development</p> <p>EEF Diagnostic Guidance</p>	
<p>Intended outcome 2</p> <p>Improved reading attainment among disadvantaged pupils.</p> <p>Use of validated DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p> <p>Reading squad approach is used consistently across whole school to ensure all groups have adult led session 4 x weekly. Starting in September for KS1 and October half term for reception pupils.</p> <p>CPD for staff to ensure approach remains consistent.</p> <p>Clear lesson structure throughout week focussing on skills for reading – language development, fluency and comprehension skills.</p> <p>Weekly cold comprehension activity in KS1 to monitor progress of taught skills.</p> <p>Regular formative assessment of reading takes place to ensure fluidity of pupil grouping and any gaps are addressed quickly and effectively.</p> <p>Regular standardised tests used for summative assessments in KS1 to ensure gaps are addressed quickly and effectively.</p> <p>Reading books closely matched to phonics knowledge taught. Independent reading books sent home support developing fluency.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk)</p> <p>Preparing for Literacy – EEF guidance report</p> <p>EEF – Effective professional Development</p> <p>The common features of effective CPD include subject specific training relating to both subject knowledge and pedagogy.</p> <p>EEF – Working with Parents to Support Children's Learning</p> <p>The evidence here supports prioritising what you want parents to help with and providing them with practical strategies that support learning at home.</p>	1, 2

<p>Reciprocal reading is used at the end of phonics sessions to allow pupils the opportunity to read daily for fluency practice.</p>		
<p>Intended Outcome 3</p> <p>Improved maths attainment among disadvantaged pupils.</p> <p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p> <p>Ensure pupils have access to manipulatives to support mathematical thinking and metacognition.</p> <p>Plans are in place for missed learning due to school closures and staff plan lessons building on what children already know.</p> <p>Staff CPD linked to conceptual understanding.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>Improving mathematics in early Years and Key Stage 1</p> <p>EEF mastery learning report on maths suggests where this method of teaching is used alongside high expectations and children take responsibility for supporting each other's progress, progress can be improved up to 5 months</p> <p>EEF improving mathematics in early years sates investment in staff CPD and their own understanding of mathematics and how children typically learn.</p> <p>EEF – Effective professional Development</p> <p>The common features of effective CPD include subject specific training relating to both subject knowledge and pedagogy</p>	<p>1,3</p>
<p>Intended Outcome 4</p> <p>Improved writing attainment among disadvantaged pupils.</p> <p>Quality first effective teaching including explicit input, modelling and scaffolding is in place to ensure pupil development in writing.</p> <p>Basic skills are addressed – spelling and punctuation lessons develop pupils understanding of patterns and grammar rules. Literacy lead long term plan for spelling is followed.</p> <p>Regular formative assessment is used to move pupil progress forward clearly identifying next steps in live and post task marking.</p> <p>Staff have access to appropriate CPD to develop their teaching of writing. Literacy lead to support by ensuring long term plan for skills is followed.</p> <p>Work sampling demonstrates that disadvantaged progress is in line or better than non-disadvantaged pupils.</p>	<p>Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk)</p> <p>Preparing for Literacy – EEF guidance report</p> <p>EEF – Effective professional Development</p> <p>The common features of effective CPD include subject specific training relating to both subject knowledge and pedagogy</p> <p>EEF Teacher Feedback to improve pupil learning.</p> <p>States that teachers should provide high quality initial instruction including use of formative assessment strategies. Use of different strategies not just written feedback are effective.</p>	<p>1,4</p>
<p>Intended outcome 5</p> <p>Metacognitive strategies effectively utilized in the classroom alongside high quality effective teaching.</p> <p>Plan series of CPD sessions linked to Rosenshine's principles of instruction.</p> <p>Present new material in small steps – build confidence / practice</p> <p>Provide models and scaffolds</p> <p>Guided practice (I do, we do, you do) moving into independent practice</p> <p>Questioning and feedback strategies</p> <p>Retrieval practice – daily/ weekly/ reduce cognitive load. (Can you still?)</p> <p>Implement metacognitive strategies to support self regulation.</p> <p>-CPD from teaching school</p>	<p>EEF – Effective professional Development</p> <p>The common features of effective CPD include subject specific training relating to both subject knowledge and pedagogy.</p> <p>Metacognition and Self-regulated Learning EEF (educationendowmentfoundation.org.uk)</p> <p>(7+) months</p>	

<p>Training ensures teachers acquire the professional understanding and skills to develop their pupils' metacognitive knowledge.</p> <p>Teachers explicitly teach pupils metacognitive strategies, including how to plan, monitor, and evaluate their learning.</p> <p>Teachers model their own thinking to help pupils develop their metacognitive and cognitive skills.</p> <p>Teachers set an appropriate level of challenge to allow pupils to develop self-regulation and metacognition.</p> <p>Promote and develop metacognitive talk in the classroom.</p> <p>Teachers are trained to and ensure that they explicitly teach pupils to organise and effectively manage their own independent learning.</p> <p>-Use Plan, do, review language consistently and implement consistent language across all subjects.</p>		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £11,225.88

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Intended outcome 6</p> <p>To address the gaps in prior learning</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p> <p>Support expert teaching by developing and sharing teaching strategies such as instruction, scaffolding, flexible grouping, cognitive and metacognition strategies.</p> <p>Implement a roll out a recovery strategy that identifies and addresses gaps in learning across all curriculum areas and deploys effective support where it is needed.</p> <p>The Recovery funding explicitly addresses the identified needs of pupils and is used consistently across the school</p>	<p>Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk)</p> <p>Preparing for Literacy – EEF guidance report</p> <p>EEF Making the Most of Teaching Assistants</p> <p>EEF Teacher Feedback to improve pupil learning.</p> <p>States that teachers should provide high quality initial instruction including use of formative assessment strategies. Use of different strategies not just written feedback are effective.</p>	2,3,4,5,6
<p>Rigorous assessment of language.</p> <p>Specific interventions – NELI, Time to Talk.</p> <p>Intervention carefully timetabled – small group/ 1:1.</p>	<p>Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk)</p> <p>Preparing for Literacy – EEF guidance report</p> <p>EEF Making the Most of Teaching Assistants</p> <p>EEF Teacher Feedback to improve pupil learning.</p>	1,2,6
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p> <p>Reading lead to closely monitor pupil progress in phonics and support staff in identification of those requiring additional support.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2,6

	Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk) Preparing for Literacy – EEF guidance report	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £12,261.83

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Intended outcome 7</p> <p>To address the additional SEMHD pupils face due to covid related school closures, poor home learning support and environment and limited life experiences beyond the home, for all pupils in our school, particularly our disadvantaged pupils.</p> <p>To embed Trauma Friendly Schools Practice across school life.</p> <p>To implement restorative practice across the school.</p> <p>To monitor impact of younger mind support using Boxall profile data and behaviour tracking data where appropriate.</p> <p>To implement the Positive behaviour and rewards policy consistently whole school, taking into account individual pupil needs.</p> <p>Target disadvantaged attendance to after school clubs</p> <p>Support disadvantaged pupils in attending enrichment opportunities.</p> <p>To embed Jigsaw PSHCE scheme consistently whole school.</p>	<p>EEF Toolkit – Improving Social and Emotional Learning in Primary Schools</p> <p>The EEF guidance report for improving social and emotional learning is implemented using the 5 core skills for SEL. These include:</p> <ul style="list-style-type: none"> • self-awareness, • self-management • social awareness • relationship skills • responsible decision making. <p>EEF Toolkit Improving behaviour</p> <p>Essential life skills such as confidence, motivation, resilience and communication are associated with better academic outcomes and better prospects in the workplace.” Life lessons. Sutton Trust</p>	7
<p>Intended outcome 8</p> <p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p> <p>Monitor attendance and punctuality regularly. FSW and attendance lead to support identified families.</p> <p>Early help set up as required.</p> <p>Letters home to parents for identified children.</p> <p>FSW and attendance lead to monitor attendance.</p> <p>Headteacher aware of any attendance issues. Weekly attendance reports analysed and acted on.</p> <p>Free breakfast club to support parents and punctuality.</p> <p>Attendance rewards</p> <p>Nurture provision targets PA PP pupils</p> <p>FSW to analyse PA make up across the school and develop more effective ways to involve these groups in the school community</p>	<p>Evidence “the findings suggest that schools which have been more successful in raising the performance of disadvantaged pupils have put the basics in place (especially addressing attendance and behaviour, setting high expectations, focusing on the quality of teaching and developing the role of TAs) Supporting the attainment of disadvantaged pupils: articulating success and good practice. DfE.</p> <p>Research shows attendance improves when a school engage students and parents in positive ways and when schools provide mentors for chronically absent students.</p> <p>EEF – Working with Parents to Support Children's Learning</p> <p>The evidence here supports reviewing how you work to secure good parental engagement.</p>	8

Total budgeted cost:

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.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous years in key areas of the curriculum. Despite being on track during the first year (2018/19), the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

Desired outcomes –

100% pupils eligible for PP (Non SEND) make strong progress during their time in school (for any pupil entering school below or well-below ARE).

Pupils eligible for PP attain in line with national pupils eligible for PP at all statutory assessment points

All PP children identified make accelerated progress enabling them to make strong progress in core subjects. FS pupils eligible for PP make accelerated progress on the Early Communication Screening to be at age-related expectation.

Outcome – Progress

Data from Spring baseline to Summer term / Data over whole year – Sep- Jul

F1 PP Pupils –

- Reading – 77% expected progress and 62% accelerated
- Reading 77% expected progress
- Writing -69% expected and 31% accelerated
- Writing -100% expected
- Maths – 85% expected and 31% accelerated
- Maths – 85% expected

F2 PP Pupils –

- Reading – 94% expected progress and 64% accelerated
- Reading 94% expected progress and 50% accelerated
- Writing -94% expected and 62% accelerated
- Writing -94% expected and 61% accelerated
- Maths – 89% expected and 55% accelerated
- Maths – 74% expected and 44% accelerated

Y1 PP Pupils –

- Reading – 90% expected progress and 50% accelerated
- Reading 90% expected progress and 50+% accelerated
- Writing -82% expected and 55% accelerated
- Writing -88% expected and 50+% accelerated
- Maths – 95% expected and 85% accelerated
- Maths – 85% expected and 50+% accelerated

Y2 PP Pupils –

- Reading – 65% expected progress
- Reading 85% expected progress
- Writing -35% expected
- Writing -77% expected
- Maths – 49% expected
- Maths – 73% expected

Desired outcome –

All pupils have attendance at least 97% (unless affected by exceptional circumstances, such as serious illness) Lateness of pupils reduced as a result of interventions put in place.

Outcome –

At all times we have followed national and local guidance related to attendance this year. It has been a difficult year to track due to covid 19 and the way in which restrictions and ways in which families have responded to the pandemic.

We continued with all of our usual attendance tracking, to encourage families to send children to school. We have supported families fears in relation to contracting covid 19 and those families shielding clinically vulnerable members. We have also contended with families who have chosen to travel abroad during this year, especially after lockdown 2. These families were then stranded aboard due to travel restrictions. Individual cases have shown that some pupils have missed 2/3 of their school year if they also did not engage in remote learning.

During spring term lockdown – remote attendance procedures were quickly put into place:

- Daily phone calls.
- Monitoring of work submission

- Letters home to insist on contact
- Home visits to ensure pupils were safe.
- Identified vulnerable families also had weekly phone calls from HSLW to ensure any support required was actioned quickly.

All attendance was logged onto cpmos including covid related absence so that school were fully aware of any pupil absence (this included lockdown 2).

Once attendance became mandatory school procedures continued with high expectations.

- Daily phone calls / home visits
- Attendance tracking
- Attendance clinics
- Targeted support to identified families
- PNWL and EWO support.

To support the message of attendance in school activities such as

- Assembly
- Extra play
- Breakfast club
- Attendance Treat

Externally provided programmes

Programme	Provider
Accelerated Reading	Renaissance
Power Maths	Pearson
Reading Wise	Reading Wise
White Rose Premium	White Rose

Further information (optional)

Our schools uses an action plan in addition to the strategy document. The action plan incorporates all of the intended outcomes and actions from the strategy and breaks them down into achievable milestones. This ensures that the vision is clear to staff and that each action is acted upon and delivered. The action plan is reviewed termly to determine progress and this is reported to governors.