

Pupil Premium Expenditure Plan (2021 - 2022) Website Version

Version 2 Easter 21 to summer 22



Projected Numbers based on April School Data		Comparison
Pupil Premium Information		March 21
		2019
Total numbers of pupils on roll	300	388
Eligible for Pupil Premium Funding	120 (40%)	152 (39%)
Amount of Pupil Premium received per pupil	£1,345	£1,300
Approximate total amount	£161,400	£197,600
PROJECTED SPEND		£142,504.53

The following are the main barriers we have identified for our children

1. **SEND** - Many of our Pupil Premium children also have identified special educational needs including autism, moderate learning difficulties, speech and language and social, emotional and mental health needs
2. **EAL** - Many of our Pupil premium children are also acquiring English (EAL). The common first languages of these children are Turkish, French and Lingala.
3. **Medical Needs** - This may also adversely affect their absence. The majority of the medical needs are for Asthma.
4. **Attendance – Overall** our school attendance is 95.04% (March 2020) Pupil Premium children’s attendance is 93.14%.
5. **Parental Involvement** – By analysing our Achievement for All data, we found that the children who made the accelerated progress were those whose parents were most engaged in their learning. We have now implemented a range of strategies to better engage parents and continue to monitor their impact. Of course over the last two years this has been on a more remote basis, however this has been very positive for some of our parents.
6. **Emotional Wellbeing Support** – Children underachieving have a variety of emotional needs and mental health, which can manifest into different behaviour issues. . This may be lunchtimes or within the classroom. Some have identified SEND needs and some have attachment and relationship issues. All of which are impacting on their ability to learn and make progress.

We assessed again against the learning objectives taught and reviewed their learning against the previous terms evidence and have produced a priorities list of key objectives that should be given strong focus in the core subjects.

For maths we have used the White Rose Autumn assessments as a comparison tool with the same assessments taken in November. This has shown us that there is not much difference in outcomes in Years 1, 2 and Year 3 between PP and NPP but in Year 4, 5 and 6, NPP are performing slightly better than PP.

Our Pupil Premium children have many barriers to their learning that we will continue to address, however for the next 4 terms we will focus mainly on the gaps in learning that have been identified during the lockdowns and target key areas of learning that we have identified through assessments.

In Reading

- Ensure all children are secure in phonics (40+ phonemes)
- Read year group common exception words
- Use the above and other reading clues to develop fluency in their own reading.
- Develop their comprehension skills and ability to respond to text in a variety of ways (Verbal and Written).

In Writing

- To focus on the poetry units and one narrative to be based on stories from other cultures and one non-narrative based on an explanation text
- To develop secure knowledge of the punctuation expected in each year group and to use consistently in their reading and writing
- In Grammar focus on sentence structure and punctuation, use the grammar grid as a key assessment tool, to ensure all children are consistent in grammar from previous years.

In Maths

Number and Place Value

- Recognise the place value of digits in a number
- To know the number of tenths/hundredths
- Reason about the linear relationship between numbers

Addition and Subtraction

- To use the formal method for addition and subtraction
- To solve problems involving addition and subtraction

Multiplication and Division

- To multiply and divide by 10, 100 and 1,000
- To learn times tables fluently to 12x12
- To use formal written methods for multiplication and division

To identify the key objectives can be clearly identified on SP to ensure teachers are aware of the focus required.

Our aims are that by the end of the four term 'catch up' period we

- **Support the emotional and mental health of all pupils to better ensure that academic progress can be made**
- **Narrow the gap of underachievement between our PP and NPP pupils in grammar**
- **Ensure that the majority of children have are secure in the key objectives above - within their curriculum year objectives**
- **Improve average reading age of PP children within school (Year 3-4)**
- **Reduce the number of PP children who are identified as PAs**
- **Ensure that PP children are quickly identified on starting school (provision and funding)**

1. Support the emotional and mental health of all pupils to better ensure that academic progress can be made

Actions	Provision (ideas)	Success Criteria	Costings
Develop therapeutic support across the school	Music therapy Animal therapy Lego therapy Learning mentor sessions Nurture group	Children who have been identified as needing therapeutic support make progress.	£5,978
To promote Enrichment activities which will develop a broader curriculum	Horticulture Chess After School clubs and virtual clubs Worry boxes/pastoral care in classes Intergenerational project (ETSP) Outside space development (quiet area etc)		

2. TO NARROW THE GAP OF UNDERACHIEVEMENT BETWEEN OUR PP AND NPP PUPILS

Action	Provision (ideas)	Success Criteria	Costings
To narrow the gap of underachievement between our Pupil Premium and Non-pupil Premium children in maths	Boosters My Maths homework White Rose Premium resources Develop the use of manipulatives across the school Monitoring of underachieving PP children in KS2.	Current average gap in maths is 0.8 which relates to almost ½ a term Current average gap in writing is 0.06 which equates to almost a ¼ of a term.	£67,054.33
To narrow the gap of underachievement between our Pupil Premium and Non-pupil Premium children in writing	Handwriting daily Say it, write it, Target cards Hand gym and various manipulatives to dev fine motor skills Nelson Subscription Handwriting Pens Pen licence	Current average gap in reading is 0.1 which equates to ½ a term behind expected Our professional judgement is that the second lock down will have impacted further and the gap will be reassessed once data collected in June 21	
To narrow the gap of underachievement between our Pupil Premium and Non-pupil Premium children in reading	AR - targeted, at home boosters Daily reading (DSR) Oxford Owl Spellings Gilly -phonics interventions with Yr1/2 Reading interventions (lowest 20% Years 1 -6) by class teachers during PE session TA morning readers (0.5 day over the week) Extended Library hours/Reading club	We want to close the gap by ensuring PP children are more in line with their Non-PP peers.	
Engaging parents and ensuring better attendance at key meetings and events and with homework.	Information sessions for parents Training sessions for staff (how to positively engage) daily updates (MMe) family rewards look at parent awards (co-op coupons) Meet and greet Phone calls home/MME to engage parents with supporting their chn with homework Parent consultation target list created for new teachers in September.	Parent consultation meetings to be at 100% attendance.	

2. TO ENSURE A SECURE KNOWLEDGE BASE IN KEY STEPS OF LEARNING

Action	Provision (ideas)	Success Criteria	Costings
Identifying key objectives that are the most effective for future learning	SLT identify the key learning objectives for the Summer term.	All key objectives are taught in all year groups and secure with the vast majority of children.	£25,248
Sharing key objectives with all class-based staff	Staff updated with identified areas during the INSET session.		
Ensuring steps are consistently focused on and are embedded into good wave 1 teaching	Focus of all SLT and subject lead monitoring. Feedback given and collated by Leading Practitioners who will review the need for any further changes or adaptations of the curriculum Use of 'sticky learning' strategies.		
Review and assess children's progress against the key objectives	Highlighted in SP as a key objective. Fortnightly check on SP to highlight any concerns to SLT and subject leads Moderation of key steps in learning.		

3. TO IMPROVE AVERAGE READING AGE OF PP CHILDREN

Action	Provision	Success Criteria	Costings
To improve the average reading age of PP children through the use of distinguishing sounds, phonics, engagement, great texts	Pre-phonics: sound games, musical instruments, speechlink, busy things, rhymes etc Daily story time Speaking and listening Singing Repetition from teachers (STAR approach) Continue with core text- focus on phonics and repeating lang Set 1 and 2 sounds. Split phonics groups. Assessment through reading, phonics checks etc. Interventions based on phonic readiness.	Reduced gap between PP and non-PP reading ages. Reading age closer to chronological age. Each PP child will have individual target relating their own reading age and making improvements against that.	£1,300
To improve the average reading age of PP children through the development of vocabulary	STAR approach in foundation subjects Vocabulary jars Vocabulary books Embedded in reading approach Key vocabulary from foundation subjects used in spelling homework IDL interventions Pilot group using BPVS Common exception word hut in Phase 1.		
To improve the average reading age of PP children through the use of Comprehension	All teachers understand how early comprehension is taught across the school. Daily supported reading Consistent whole class skills based teaching approach in KS2 based on the MIDAS approach. Accelerated reader Epic books Engaging texts used Virtual boosters		
To improve the average reading age of PP children	Epic books - encouraging parents to sign up for certificates etc. Marvelous Me to celebrate reading at home		

through the use of home reading strategies	<p>Reading diaries in KS1. Regularly changing books. Library sessions in the school library. Ongoing SLT reading cycle during Read to Me sessions Virtual club for reading Read to Me on Library page on Google classroom Library club after school</p>		
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4. REDUCE THE NUMBER OF PP CHILDREN IDENTIFIED AS PAs

Action	Provision	Success Criteria	Costings
Identify PP PA families by Summer 1	<p>Weekly monitoring of attendance data for all PP families using SPack. By mid-May establish which PP families are also PA. Attendance on a page every term from JD Attendance on a page analysis</p>	The number of PP children identified as PAs has been reduced	£37,399.80
Engage parents to overcome barriers to improve attendance	<p>Greet families at picking up and dropping off times to ensure they are familiar with the attendance team and our role (pastoral care team) Ensure parents are informed of specific meetings aimed at addressing issues surrounding PA status. SLT to have knowledge of PA chn within their phase Weekly attendance data for each class placed onto the school website. Spot patterns of non-attendance within a week, eg give a special job to a child who tends not to attend on a specific day Send MMe messages to families exceeding 96% attendance. Barriers to improved attendance are made clear Walking bus for days when attendance</p>		
Provide appropriate support to all PP PA families	<p>Attendance meetings to be held to address barriers to improved attendance. Support from school to be considered via individual plans. Email of discussions sent to families.</p>		

Refer families refusing to engage/ continuing with PA status to EWO	Outline procedure to all families at risk of no engaging or unlikely to improve attendance so they are aware of consequences Make referrals when necessary.		
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5. TO ENSURE THAT PP CHILDREN ARE CORRECTLY IDENTIFIED WHEN STARTING AT SUFFOLKS

Actions	Provision	Success Criteria	costing
Ensure there is a consistent induction process for all children and their families	Induction Process Random samples carried out by SLT Provide PP forms to parents in induction (partially completed) so they only need to add NI number (parents bring NI number with them for induction) Changes in family circumstances are picked up quickly and addressed, eg families becoming FSM updated as PP Routinely update status of a year group regarding their FSM and PP status (do year group by year group)	The number of PP children in the school is accurate and funding is therefore at the correct level to give the most support.	£5,524.40
Ensure previous school records are up to date	Checklists Information given to Andrea and signed off within first week of child starting school		
To promote and share the importance of pupil premium funding	Headteacher Poster on PP money and its use Year group focus at a time		