



Bathwick St. Mary Church School- Pupil premium Strategy Statement 2021-2022

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. Our funding allocation will focus on three core areas:

- Teaching
- Targeted academic support
- Wider strategies

Our approaches will be monitored and reviewed to analyse impact on outcomes for disadvantaged pupils.

School overview

Total number of pupils in school	13/219
Proportion of disadvantaged pupils	6%
Proportion of disadvantaged pupils who have SEND	7/13 (54%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	
Publish date	September 2021
Review date	July 2022
Statement authorised by	Mr Kevin Purkiss- Headteacher Mrs Lucy Spedo Mirandola and Mr Ben Jenkins Co-Chairs of Governors
Pupil Premium lead	Mrs Claire Rigby
Governor lead	Mrs Marion Whitaker

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£19,470
Recovery premium funding allocation this academic year	£2,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£21,470

Part A: Pupil Premium Strategy Plan

Statement of Intent – Over 3 Years

The Key Principles of our strategy echo those of our school vision and values with a specific focus on children identified as disadvantaged:

'Achieving excellence through the pursuit of good'. This will be achieved by:

Our Mission- Bathwick is an inclusive and joyful school that provides a stimulating environment in which we celebrate and nurture every child. Through an inspiring education rooted in core Christian Values, we challenge and support our children to reach their full potential and become compassionate, courageous individuals. Our creative and rich curriculum and committed staff promote a lifelong learning, encouraging children to become caring and confident advocates for others and our world.

Our Christian Values- Values help define our character and ethos and by doing so affect our behaviour, beliefs and actions. Bathwick St. Mary Church School's Christian Values are represented by six words that give purpose, direction and a firm grounding in all we seek to do.



Our Vision- Bathwick St. Mary Church School's vision is built upon our Christian Values and complements and enhances our mission. We aim to nurture every child to be the best they can be and by each member of our community striving to do their best.

Key Objectives for our disadvantaged pupils:

- To have access to equal opportunities in relation to their peers.
- To feel safe and listened to in school.
- To have access to a rich and creative curriculum.
- To be supported to develop effective working relationships with key adults across the school and their peers.
- To be inspired to achieve the best that they can. For all staff to have high expectations for all pupils.
- To be supported on their individual learning journey.
- To have access to support or strategies that have been rooted in research and have proven to be effective to ensure pupils make expected progress.
- To be able to engage effectively with families and pupils so that a child's learning journey is supported by all.

Challenges

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

Challenge	Detail of challenge
1	Several children find it difficult to emotionally regulate and this means they are not always ready to learn. (This group also includes those who are high ability and pupils with SEND).
2	Pupils in KS1, who are identified as pupil premium, who struggle to recognise and apply their phonic knowledge. Pupils who would not pass the phonics check in Year 1.
3	Some pupils struggle in their confidence and resilience as writers, therefore writing stamina and motivation to write can be limited.

4	Whilst the attendance for many PP students is good, we have some children who are persistently absent or have attendance below 95/90%.
5	In addition to being eligible for pupil premium funding, a number of the children have additional vulnerabilities identified including SEND and complex families.

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.

Challenge	Intended outcome	Success criteria
1	PP children can regulate their emotions by using shared strategies.	<ul style="list-style-type: none"> Pupils engage more effectively within lessons. Pupils are more active learners. Pupils can identify when they are finding it difficult to engage and choose a shared strategy to support them. <p>Pupils accessing identified support:</p> <ul style="list-style-type: none"> -ELSA -Art/Play therapy - Thrive practitioner
2	All PP children accessing high quality teaching for phonics and reading. Where needed there is additional support/intervention to keep up with their peers. Read, Write Inc. Scheme	<ul style="list-style-type: none"> Children meet the age-related expectation for phonics. Children make at least expected progress for reading.
3	All PP children to have developed a stamina for writing. To engage more with written tasks in class and feel proud of their achievements.	<ul style="list-style-type: none"> Children to make at least expected progress in writing. Children to feel more confident when tackling written tasks. Children to have access to resources that will support them with their independent writing.
4	Fully implement the attendance policy and where relevant other methods of support and intervention so that pupils are in school every day.	<ul style="list-style-type: none"> Improved attendance across the school year. Good communication and support between the school and home.
5	PP children and their families are known according to their needs and the relevant intervention or support is implemented and monitored for impact.	<ul style="list-style-type: none"> Pupils meeting their learning targets.

		<ul style="list-style-type: none"> Children and families accessing the relevant support.
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Activity in this academic year 2021-2022

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: £10,524

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure all staff have received high quality phonics training and are skilled in the delivery of systemic synthetic phonics.	EEF evidence: <ul style="list-style-type: none"> Phonics focus + 5 months (Read, Write Inc. project data due to be released 2023) <ul style="list-style-type: none"> Oral language intervention +6 months Parental involvement +4 months 	2
Ensure all staff are skilled in the assessment of pupils learning in phonics, reading and writing.	EEF evidence: <ul style="list-style-type: none"> Phonics focus + 5 months (Read, Write Inc. project data due to be released 2023) <ul style="list-style-type: none"> Oral language intervention +6 months Parental involvement +4 months	2
Ensure all staff have received training linked to the Read, Write Inc. reading scheme. To ensure that all texts shared with pupils are linked to their phonic knowledge and sounds they have been taught.	EEF evidence: <ul style="list-style-type: none"> Phonics focus + 5 months (Read, Write Inc. project data due to be released 2023) <ul style="list-style-type: none"> Oral language intervention +6 months Parental involvement +4 months	2
Internal monitoring and on-going support with regards to the quality teaching of phonics.	EEF evidence: <ul style="list-style-type: none"> Phonics focus + 5 months (Read, Write Inc. project data due to be released 2023) <ul style="list-style-type: none"> Oral language intervention +6 months 	2

<p>Enhance the range of high-quality texts accessible to pupils in classes.</p> <p>Structured whole class shared reading using high quality texts.</p>	<p>EEF evidence:</p> <ul style="list-style-type: none"> • Linked to reading comprehension strategies +6 months <p>(Reading VIPERS- whole class shared reading)</p>	<p>2</p>
<p>Engage in EEF Research Schools network and roll out training to staff team.</p> <p>£345</p>		<p>1,2,3,4,5</p>
<p>Embed the Bathwick Curriculum across the school. With a focus on enabling children to know more and remember more. To ensure knowledge organisers are shared across the school and progression documents are the key to what is delivered to our children</p>	<ul style="list-style-type: none"> • Based on Rosenshein's Principles of instruction research. • Linked/supported by- Kirsten Rankin- Youth and transferable skills- an evidence gap map 	<p>2,3,5</p>
<p>Foundation subject leaders to have allocated time to develop the monitoring of their subject , undertake CPD, share best practice across the school and help to support the quality of teaching and learning in all year groups.</p>	<p>EEF Evidence:</p> <ul style="list-style-type: none"> • Feedback +6 months • Rosenshein's Principles of instruction research • Linked/supported by- Kirsten Rankin- Youth and transferable skills- an evidence gap map 	<p>2,3,5</p>
<p>To review the current marking policy with a focus on consistency across the school and the impact of oral feedback</p>	<p>EEF Evidence:</p> <ul style="list-style-type: none"> • Oral feedback/Feedback +6 months 	<p>1,2,3,5</p>

Targeted Academic Support (for example tutoring, one to one support, structured interventions)

Budgeted Cost: £8,946

Activity	Evidence that supports this approach	Challenge number(s) addressed
PP leader, SENCO and teachers work together to use assessments to accurately identify which pupils require a structured programme of interventions.		1,2,3,5
TA to deliver specific phonics and oracy interventions in EYFS/KS1 and Years 3 and 4 to ensure pupils are keeping up with their peers.	EEF Evidence: <ul style="list-style-type: none"> • Teaching assistant intervention +4 months • Feedback + 6 months 	2,3
Targeted Book Clubs launched in Term 4 with PP lead to facilitate KS1 and KS2. <i>Small group and one to one tuition.</i>	EEF Evidence: <ul style="list-style-type: none"> • One to one tuition + 5 months • Oral language interventions + 6 months • Parental Involvement +4 months 	2,3
To investigate targeted intervention for specific pupils through the National Tutoring Programme.	EEF evidence: <ul style="list-style-type: none"> • One to one tuition +5 months • Small group tuition +4 months 	2,3
Ensure staff are trained in how to deliver THRIVE support to groups or individuals. Staff to continue to assess pupils and carry out targeted programmes of support. To train an additional member of staff as a THRIVE practitioner.	EEF evidence: <ul style="list-style-type: none"> • Meta- cognition and self-regulation + 7 months • Social and emotional learning + 4 months 	1, 2, 3, 4, 5
To ensure that the lowest 20% of pupils access additional focused support for core learning to allow them to catch up with their peers. This is to include PP children. Based on teacher assessment and	EEF evidence: <ul style="list-style-type: none"> • Teaching assistant intervention +4 months • Feedback + 6 months • Small group tuition +4 months 	1,2,3,5

PIRA/PUMA data analysis		
<p>In liaison with the SENDCO, PP pupils have access to targeted interventions which have been research tested to have a positive impact on teaching and learning. To include the following:</p>	<p>EEF evidence:</p> <ul style="list-style-type: none"> • Teaching assistant intervention +4 months • Feedback + 6 months • Small group tuition +4 months • One to one tuition + 5 months • Behaviour interventions +4 months • Social and emotional learning + 4 months <p>Including: Thrive practitioners research/case studies www.thriveapproach.com</p> <p>Interventions used across the school:</p> <ul style="list-style-type: none"> • Strategies to support pupils with ADHD- in line with Shire Pharmaceuticals limited. • Apples and Pears (small group and one to one tuition) • Lego Therapy • Memory Magic • SNIP • Anxiety Gremlin • Thrive • Pre and post teaching 	1,2,3,5

Wider Strategies (for example, related to behaviour, attendance, well-being)

Budgeted Cost: £2,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Increase pupils' access to technology when learning at home. <i>Linked to engagement with home learning.</i></p>	<p>EEF Evidence:</p> <ul style="list-style-type: none"> • Homework + 5 months (home learning) • Parental Involvement +4 months 	1,2,3,5
<p>Begin to develop the Relationships, Regulation and Behaviour policy, and</p>	<p>EEF Evidence:</p> <ul style="list-style-type: none"> • Behaviour interventions +4 months 	1,3,5

linked resources. Monitor the consistent approach to the policy across the school and share the contents with all staff, children, and families in September.	<ul style="list-style-type: none"> • Social and emotional learning + 4 months • Meta- cognition and self-regulation + 7 months • 	
Focus on attendance for specific families. Ensure all families are aware of the attendance policy and practices. To support and challenge families where necessary.	EEF evidence: Parental engagement +4 months	4
Subsidise school activities for PP children to ensure equal access.	EEF evidence: Social and emotional learning +4 months	1,2,3

Total budgeted cost: £18,946

Part B: Review of outcomes in the previous academic year 2020-2021

Pupil premium strategy outcomes (Teacher Assessed)

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

In identifying priorities, school leaders will take account of a wide range of information about the learning of disadvantaged pupils in informing them about the barriers to future attainment and progress. ***Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.***

BWMAT

Years 1 to 6 by SEN and PP	Relative Learning		BWMAT				BWMAT				Relative Learning		BWMAT				BWMAT			
	Attainment	No.	Ma	Rd	Wr	No.	Ma	Rd	Wr	Progress	No.	Ma	Rd	Wr	No.	Ma	Rd	Wr		
																			BWMAT	
All pupils	6653	-2.7	-2.6	-4.2	6653	-2.7	-2.6	-4.2	All pupils	6653	-0.8	-0.7	-1.5	6653	-0.8	-0.7	-1.5			
Not SEN/PP	4591	-0.4	-0.3	-1.3	4591	-0.4	-0.3	-1.3	Not SEN/PP	4556	0.3	0.4	-0.1	4556	0.3	0.4	-0.1			
SEN only	660	-9.8	-10.3	-13.5	660	-9.8	-10.3	-13.5	SEN only	657	-4.0	-3.8	-5.8	657	-4.0	-3.8	-5.8			
PP only	957	-3.4	-3.4	-4.9	957	-3.4	-3.4	-4.9	PP only	952	-1.6	-1.4	-2.4	952	-1.6	-1.4	-2.4			
Both	444	-13.4	-14.2	-18.0	444	-13.4	-14.2	-18.0	Both	440	-5.8	-6.4	-8.2	440	-5.8	-6.4	-8.2			

Bathwick St. Mary Church School

Years 1 to 6 by SEN and PP	Relative Learning		Bathwick				BWMAT				Relative Learning		Bathwick				BWMAT			
	Attainment	No.	Ma	Rd	Wr	No.	Ma	Rd	Wr	Progress	No.	Ma	Rd	Wr	No.	Ma	Rd	Wr		
																			Bathwick	
All pupils	189	-1.3	-0.6	-2.3	6653	-2.7	-2.6	-4.2	All pupils	189	0.4	1.2	0.9	6653	-0.8	-0.7	-1.5			
Not SEN/PP	136	0.4	0.8	-0.6	4591	-0.4	-0.3	-1.3	Not SEN/PP	136	1.0	1.4	1.3	4556	0.3	0.4	-0.1			
SEN only	38	-6.9	-4.9	-7.6	660	-9.8	-10.3	-13.5	SEN only	38	-1.4	0.2	0.1	657	-4.0	-3.8	-5.8			
PP only	7	-0.6	-0.6	-1.1	957	-3.4	-3.4	-4.9	PP only	7	1.3	2.0	2.0	952	-1.6	-1.4	-2.4			
Both	8	-4.5	-5.5	-8.0	444	-13.4	-14.2	-18.0	Both	8	-1.1	0.0	-2.3	440	-5.8	-6.4	-8.2			

By Year Group	Relative Learning		Bathwick				BWMAT				Relative Learning		Bathwick				BWMAT			
	Attainment	No.	Ma	Rd	Wr	No.	Ma	Rd	Wr	Progress	No.	Ma	Rd	Wr	No.	Ma	Rd	Wr		
																			Bathwick	
Year 1	30	0.1	0.0	-0.6	1037	-1.3	-1.7	-2.3	Year 1	30	0.6	0.1	-0.6	1034	1.9	1.5	1.0			
Year 2	29	-1.2	-1.1	-3.9	1075	-2.0	-2.2	-3.1	Year 2	29	-2.0	-2.0	-5.0	1066	-1.7	-1.9	-2.3			
Year 3	33	0.0	-0.2	-2.0	1068	-2.6	-2.7	-4.4	Year 3	33	4.6	5.0	4.4	1055	1.6	1.8	0.9			
Year 4	34	0.0	0.4	-0.9	1163	-3.4	-3.4	-5.1	Year 4	34	0.0	0.0	-0.4	1154	-1.8	-1.7	-2.5			
Year 5	32		-0.8	-2.4	1118	-3.4	-3.4	-5.2	Year 5	32		0.4	1.4	1116	-2.2	-2.1	-2.8			
Year 6	31	-1.5	-2.1	-4.1	1191	-3.0	-2.4	-4.6	Year 6	31	0.0	0.2	0.2	1180	-1.7	-1.1	-2.3			

Commentary and conclusions on outcomes including phonics:

Subject Focus	Commentary on disadvantaged progress	Conclusions/actions
Phonics	<ul style="list-style-type: none"> • EYFS (2020-21)-NO PP pupils • Year 1- There is a significant gap between PP and non- PP pupils. Gaps in attainment in phase 2, 3 and 4. • Year 2- There is a significant gap between PP and non- PP pupils. Gaps in attainment in phase 2, 3 and 4, 5 and 6. 	Establish a new whole school approach to phonics with a focus on quality first teaching, clear assessments and next steps. (Read, Write Inc.)
EYFS	No PP pupils	
Reading	<ul style="list-style-type: none"> • Progress across Year 1, Year 2 and Year 3 was inconsistent for PP children with some making less than expected progress and not achieving the expected standard. • In Year 4,5 and 6, all children made at least expected progress and achieved the expected standard. • Where less than expected progress occurred, additional challenges/vulnerabilities had been identified for those individual pupils. • In Year 3 and Year 5, some pupils made good progress and exceeded the expected standard. 	<ul style="list-style-type: none"> • Focused support for pupils in the lowest 20%, including those PP children. • Use of quality first teaching and additional strategies to engage all PP pupils. • Rigorous assessments systems and procedures. • Opportunities for pupil progress meetings for all staff. • Focused CPD to support staff with all pupils. • Continued focus on ensuring pupils make expected, and accelerated progress to ensure pupils keep up with the curriculum.
Writing	<ul style="list-style-type: none"> • Progress across Y1-6 was inconsistent for PP children with some children making accelerated expected and less than expected progress. • Where less than expected progress occurred, additional challenges/vulnerabilities had been identified for those individual pupils. 	
Maths	<ul style="list-style-type: none"> • Progress across Y1-6 was inconsistent for PP children with some children making accelerated expected and less than expected progress. • Where less than expected progress occurred, additional challenges/vulnerabilities had been identified for those individual pupils. 	

1. Quality First Teaching and Curriculum		
Outcomes and Impact Include impact on pupils not eligible for PP, if appropriate	Lessons learned (and whether you will continue with this approach)	Cost
<ul style="list-style-type: none"> The new PE scheme GetSet4PE was purchased at the start of the academic year. The PE lead disseminated resources, overviews and lesson plans to the whole teaching team. She also produced a progression document looking at skills, knowledge and vocabulary taught across the school. This new scheme has been used across the school, particularly in Reception, Year 2, Year 3, Year 4 and Year 5. Year 1 and Year 6 have an external sports coach who leads their sessions. However, the PE lead has been in constant liaison with the coaches to ensure skills, knowledge and vocabulary is taught inline with our current scheme. This has included the use of language to promote confidence, acceptance, and social development. The SET skills have allowed for conversations around social/emotional skills and links to our school Christian values. An example would be Year 4 have been thinking lots about honesty and have become SO much better at team sports and coming forward when they have made mistakes themselves and being fair. In discussions with the staff the PE lead has shared that the scheme is clear and great for inclusion (offers ways to simplify tasks or challenge others) and not just looking at the physical side of things. The school also uses the playground games they offer along with some of the mental well-being activities, which are used by all members of staff supporting pupils during less structured times such as playtimes. Staff feel more confident delivering the PE curriculum as they have a wealth of resources and lesson structures to support their teaching and learning. The PSHE lead has redeveloped the PSHE scheme and liaised with external agencies to form a curriculum programme that is effective for Bathwick. She has led PDM sessions sharing best practice, carried out an audit of staff knowledge and skills and disseminated relevant materials to support quality first teaching. Staff now have a much clearer progression for the coverage of PSHE across the school and feel more confident to deliver lessons. A new tracking document has also been produced to ensure coverage, and to record PSHE learning that has taken place within other subjects (e.g. Science). Pupil Progress meetings/book reviews were carried out at 3 points throughout the year. The focus was to look at/discuss PP pupil attainment, progress and engagement with learning. Pira and Puma assessments were carried out at 3 points in the year to support teacher assessment in the core subjects. Data analysis: Based on July data-16 pupils 	<ul style="list-style-type: none"> As a school we want to ensure that this scheme is embedded across the whole school and used effectively. Due to another lockdown (January-March 2021) the PE has not been able to observe lessons, and there has been minimal pupil conferencing. This will be a focus in the academic year 2021-2022 along with a focus on assessment. As a school we will continue to use the scheme and embed the use of vocabulary across the school. PSHE is a subject that will continue to be monitored in the next academic year. After reviewing the subject content and progression across the school, that there needed to be a clearer direction for teachers when teaching PSHE. Reviewing the scheme has really given the school a clear focus and direction and shown how we can embed core skills within discrete PSHE session but also across the curriculum. Pupil progress meetings were held between class teachers and their line managers this academic year. However, as a school, we feel that next academic year the SENDCO should be involved with pupil progress meetings. We have developed our practice by really focusing the support that is put in place for the lowest 20% of our children. Many of our PP children fall into this category and are also SEN. 8/16 (50%) of our PP pupils are combined PP and SEN, which means our focus needs to be clearer for those pupils who require 'targeted support' Please see additional notes in targeted support section. 	<p>£0 (paid through PE funding)</p> <p>£500</p> <p>£300</p>

2. Quality First Teaching and Curriculum CONTINUED																		
Outcomes and Impact Include impact on pupils not eligible for PP, if appropriate	Lessons learned (and whether you will continue with this approach)	Cost																
<table border="1"> <thead> <tr> <th>Subject</th> <th>No. of chn/% WTS</th> <th>No. of chn/% EXS</th> <th>No. of chn/% GDS</th> </tr> </thead> <tbody> <tr> <td>Reading PIRA</td> <td>6/15 (40%)</td> <td>6/15 (40%)</td> <td>3/15 (20%)</td> </tr> <tr> <td>Writing TA</td> <td>6/15 (40%)</td> <td>8/15 (53%)</td> <td>1/15 (7%)</td> </tr> <tr> <td>Maths PUMA</td> <td>5/15 (33%)</td> <td>8/15 (53%)</td> <td>2/15 (13%)</td> </tr> </tbody> </table> <ul style="list-style-type: none"> Initial targets predicted that 11/17 (65%) would meet the EXS across reading and writing at the end of the academic year. Throughout the year, 1 child has left the school, who would have MET EXS in July 2021 and another child left in Term 4. Therefore, pupils have roughly met their projected targets, with two children exceeding in reading and 3 children maths, all achieving GDS. Combined EXS and GDS would mean that 60% MET EXS+ in reading and 66% MET EXS+ in maths, and 60% MET EXS+ in writing. In both reading and writing, we were 1 child away from achieving our initial target. Our aim for this academic year was that PCEs (Parent Consultation Evenings) were attended by 100% of our PP families. This year we have held 3 PCEs, these have all been held remotely using an app called 'school cloud'. 100% of our families attended the PCE calls with the class teachers. Therefore, all families were fully engaged with the progress, attainment and well-being for their child. Our target for pupil engagement was set at 15/17 (88%) pupils to fully engage with teaching and learning and be active participants. Through pupil conferencing, pupil progress meetings and informal discussions with class teachers, 14/16 (87%) pupils have maintained a positive outlook on their learning and actively engage in lessons and with their learning. Pupils have been supported this academic year through quality first teaching and ensuring that pupils and families engage with home learning (homework) to embed and develop skills and knowledge taught in school. This year, we have continued to use the online tool 'Tapestry' to engage with families remotely and set home learning tasks. Our target was to ensure that at least 12/17 (70%) of our PP children engaged regularly with home learning set throughout the year. This academic year 12/16 (75%) engaged successfully with their home learning projects and tasks and this had an impact on knowledge retention and engagement in lessons. Teachers have also ensured that they have supported PP pupils where it has been needed and provided additional resources and information through phone calls to parents, discussions with pupils and whole class feedback. The 4 children who did not regularly engage with home learning, were supported through additional home learning groups in school and support from a class teacher or teaching assistant to ensure they did not miss out on any additional learning or work to embed their learning. 	Subject	No. of chn/% WTS	No. of chn/% EXS	No. of chn/% GDS	Reading PIRA	6/15 (40%)	6/15 (40%)	3/15 (20%)	Writing TA	6/15 (40%)	8/15 (53%)	1/15 (7%)	Maths PUMA	5/15 (33%)	8/15 (53%)	2/15 (13%)	<ul style="list-style-type: none"> Our pupil progress meetings have also been adapted to look at clear support and outcomes for pupils. This new format will continue to be used and adapted for the next academic year. Ensure a constant dialogue with PP families. Continue to encourage engagement with school and relevant staff members. PCES may be in person during the next academic year. Although this will be discretely added to our PP strategy for the follow academic year, this will still be monitored through pupil progress meetings and liaisons with the PP lead and SENDCO. The schools aim for the next academic year is to no longer use Tapestry to engage with all families. Home learning will revert to being a paper/book-based activity/project set by class teachers. However, all teachers will still monitor the engagement of PP pupils. Depending on the government guidance and in the event of another lockdown, the school feels able to provide the appropriate IT equipment to children/families. 	£4,000
Subject	No. of chn/% WTS	No. of chn/% EXS	No. of chn/% GDS															
Reading PIRA	6/15 (40%)	6/15 (40%)	3/15 (20%)															
Writing TA	6/15 (40%)	8/15 (53%)	1/15 (7%)															
Maths PUMA	5/15 (33%)	8/15 (53%)	2/15 (13%)															

3. Quality First Teaching and Curriculum CONTINUED		
Outcomes and Impact	Lessons learned	Cost
<p>Include impact on pupils not eligible for PP, if appropriate</p> <ul style="list-style-type: none"> During lockdown 4th January-March 2021, our aim was to provide PP pupils and families with more regular feedback and communication from school. This was to be in the form of weekly phone calls and regular feedback through our remote learning platform 'Tapestry' as well as email, if required. Out of our 17 PP pupils, at the time, 7/17 (41%) were in school and formed part of our 'key worker groups' in school. They were supported through teacher videos, and TA feedback and support. At the onset of the initial lockdown in January, there were only 5/17 children that requested to be in school, however, regular contact meant that a further 2 children were offered a space in the school/key worker groups as they were struggling to engage with their learning at home. Therefore, 10/17 (59%) of our PP pupils were completing remote learning at home. Over the period of 8 weeks, a member of SLT, the PP lead, SENDCO or the class teacher made calls to PP families. On average 5 calls over the period of 8 weeks were logged for PP pupils. Regular notes were recorded and shared with the SLT to ensure there was on-going support and guidance for the families and pupils. Class teachers also responded to parental concerns and offered support, additional resources or acted as a sounding board for parents through 'Tapestry'. Out of the 10 children accessing remote learning, 8/10 (80%) uploaded their learning regularly and engaged with their learning. 2/10 (20%) children completed lessons/activities but uploaded work less frequently. In discussions with class teachers, parents and pupils struggled to complete lessons daily. Support, regular phone calls were provided for these families and work generated improved as lockdown continued. During lockdown- 215/219 (98%) of children were engaging in Remote learning. (January-March 2021) across the whole school. Where the school has concerns, families were contacted, and support was offered. Pupil Premium children have one-page profiles. Letters have also been sent to PP parents outlining the use of the pupil premium grant for their child. The letters give a general overview of provision in place this academic year and the impact for their child. These were sent out at the end of the academic year, along with school reports. <i>This can also be included as part of targeted support.</i> 	<p>(and whether you will continue with this approach)</p> <ul style="list-style-type: none"> The balance of communication between families, pupils and school was manageable for all and I feel we contacted families regularly. However, if we were to go into another lockdown, perhaps the PP lead could have ensured families were contacted every week through a phone call too. I feel we would continue with this approach should there be another lockdown in the future. PP lead will engage with PP families in September 2021 to see if they have found this information useful and if there is anything else the school could do to support their child. 	<p>£1,783</p>

4. Targeted Support		
Outcomes and Impact	Lessons learned	Cost
<p>Include impact on pupils not eligible for PP, if appropriate</p> <ul style="list-style-type: none"> In September 2021, there were 25 (11%) children across the school, identified and assessed as part of the Thrive programme. By July 2021, this number has risen to 34 (16%) children. Of the 34 children, 9/16 (56%) PP children have Thrive support. Individual Thrive assessments have been carried out for all these pupils in September 2021, March 2021 and June 2021. The schools aim was that 'THRIVE assessments will evidence that pupils' emotional resilience has increased by 50% from their starting points.' Out of the 9 pupils, 8/9 (89%) of the children achieved this target. Many of the children's assessments indicated that they had improved their emotional resilience and moved into another strand as part of the Thrive assessment. Through pupil progress meetings staff were confident that Thrive support has had a positive impact on the children's emotional and social well-being and resilience. All staff have completed tracking grids for their PP pupils. These identify targeted support for individuals, who provides that support and the impact for that child. Staff also complete costed provision maps for each individual. Over terms 1 and 2, 5 and 6 these grids and provision maps were completed, however, as lockdown was over Terms 3 and 4, so provision was limited due to the restrictions of lockdown. Provision included: <ul style="list-style-type: none"> ✓ One to one reading support for early readers ✓ Phonics support groups ✓ One to one feedback with the class teacher ✓ Small group support in English and Maths ✓ Thrive support, one to one and small group ✓ Spelling booster groups ✓ Reading and comprehension groups ✓ Handwriting and finger gym support groups ✓ Grammar support groups Impact reports have shown that pupils have progress academically as well as emotionally and socially, parental engagement has improved and pupils have become more active, engaged learners through targeted support. To support PP pupils with EAL to develop their expressive and receptive language- across the school targeted support has been provided for our EAL pupils. 2/16 (13%) children identify as EAL (1/15 in July 2021) and additional one to one support has been provided. All of these pupils have made progress, but attainment still remains within the bottom 20%. In liaison with the SENDCO, she has met with parents to discuss the use of interventions and how children will now be assessed against a clear set of criteria. This is also tied in with their individual plans. Parents have responded positively to the changes and are much clearer about the targets set for their child. 	<p>(and whether you will continue with this approach)</p> <ul style="list-style-type: none"> Thrive will continue to form part of the provision accessible to PP pupils. Moving forward, the school has really started to tighten up on the provision in place for SEN and PP pupils. New streamlined interventions have been put in place which include initial assessments and final assessments to track progress. We have reduced the amount of interventions used by the school to ensure we can provide the best possible support for all of our children, particularly SEN, PP and the lowest 20% of pupils and provide us with quantitative data to track progress and attainment. In line with our new intervention programme package for SEN and PP children, there has also been a new intervention programme set up for pupils with EAL. This programme has been developed by the Bell Foundation and statistically has been proven to support pupils with EAL. It has assessment points throughout the year and has clear checkpoints to ensure progress. 	<p>£7,240.60 (TA support cost)</p> <p>£2,843.20 (T support cost)</p> <p>Additional costs: £6,713</p>



5. Attendance		
Outcomes and Impact Include impact on pupils not eligible for PP, if appropriate	Lessons learned (and whether you will continue with this approach)	Cost
<ul style="list-style-type: none"> The schools target was for ALL PP children to meet the target of 95% attendance. There was also a whole school target of 98% attendance. 95%+ attendance- 12/15 (80%) 98%+ attendance- 5/15 (33%) 14/15 (6%) pupils were above 94% attendance 1 child's attendance continues to be monitored and there are medical concerns regarding the child, actions have been put in place to support the family and child. 	<ul style="list-style-type: none"> There will continue to be on-going support for all families, including PP families and children. Our current approach will be maintained during the next academic year. 	£200
6. Enrichment		
Outcomes and Impact Include impact on pupils not eligible for PP, if appropriate	Lessons learned (and whether you will continue with this approach)	Cost
<ul style="list-style-type: none"> Residential: 2 children required additional funding to attend the planned residential at the end of the academic year. These pupils thoroughly benefitted from the experiences during their time away from a normal school day. After school clubs: Additional funding was used to allow 1 child to attend an after-school club. This was accessed during the whole of the academic year. In discussions with the club leader, the child developed their confidence and engaged well with the activities. They are keen to attend more clubs like this too. 	We will continue to use this approach in the coming academic year as there are always families that would benefit from accessing this funding for enrichment opportunities.	£518.20

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Thrive whole school approach	Thrive

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	NA
What was the impact of that spending on service pupil premium eligible pupils?	NA

Further information (Optional)