

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	Spring Meadow Infants and Nursery.
Number of pupils in school	206
Proportion (%) of pupil premium eligible pupils	29%
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	Annette Blewett Headteacher
Pupil premium lead	Louise Kansu, Deputy Headteacher
Governor / Trustee lead	John Finney

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£62,500
Recovery premium funding allocation this academic year	£7395 based on 51 children
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	£69,895

Part A: Pupil premium strategy plan

Statement of intent

It is our intent that all children, irrespective of their background, achieve across all areas of curriculum. Our Pupil Premium strategy ensures that our disadvantaged pupils have the support needed to make the desired progress – including accelerated progress – to achieve age related expectations and above. Our strategy is linked to our wider school plans: high quality, inclusive teaching and whole school systems for assessing, planning, implementing and reviewing progress; an engaging curriculum and an effective ‘catch-up’ programme for all pupils, including both disadvantaged and non-disadvantaged pupils, ensures that our pupils have the necessary support within class to make the expected progress or above. Our school invests highly in CPD and training for staff to ensure that every accessible opportunity can be used to close the gap for our disadvantaged pupils. It is our intention that all children at Spring Meadow, including both Pupil Premium and non-Pupil Premium, have the support they need to make the appropriate progress. Alongside the Pupil Premium strategy, we continue to use other sources of funding to ensure that those children whose progress was most impacted by the pandemic have the relevant support to catch up. We continue to use school assessment data to identify individual needs, class and year-group and gaps in knowledge and understanding. These assessments inform our resources and the strategies that we implement. Our aim is to ensure that we use a whole-school approach where all staff can share in the responsibility of both supporting and challenging all pupils including those from disadvantaged backgrounds. Our intent is clearly outlined and surmised in our vision statement:

Challenges

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

Challenge number	Detail of challenge
1	<ul style="list-style-type: none">• Most pupils returned from the closure of the school during the Spring Term of 2021 with immature behaviours and challenges in their ability to communicate effectively;
2	<ul style="list-style-type: none">• The PPG children have returned with below age related expectations. In Year 1 % at ARE in reading (23.5%) writing (23.5%) and maths (35.3%), combined (23.5%) . In Year 2, % needed here ARE reading (36.8%), writing (26.3%), maths (42.1%) and combined (21.1%).
3	<ul style="list-style-type: none">• Significant numbers of children struggled with the ability to socialise and work collaboratively – this had a negative impact on learning in class and attainment. The support needed to continue to support disadvantaged families continued to increase.
4	<ul style="list-style-type: none">• Many have social and emotional difficulties or safeguarding needs which affect their readiness to learn;
5	<ul style="list-style-type: none">• Some pupils have the additional barrier of English as an additional language or special educational needs, or their language is not sufficiently developed for their age.

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>All children in receipt of PPG make accelerated progress in English.</p>	<p>Success Criteria Children can speak in correct short sentences with verb noun agreement.</p> <p>Children can write simple sentences at the end of Reception. Children can write at age related expectations at the end of Year 2.</p> <p>The gap between PPG writers and non PPG writers is diminished</p> <p>Children's vocabulary is increased to allow them to understand and discuss the content of foundation subject topics.</p> <p>Good progress from starting points – at least 3 terms for every PPG child (usually 4 but Covid means lower starting point and a very slow start on return due to social and emotional needs)</p>
<p>All Y1 children in receipt of PPG make accelerated progress in maths</p>	<p>Children to show understanding of basic maths skills and knowledge; place value up to 50, addition and subtraction to 20, number bonds within 10, counting in 2s, and 10s.</p> <p>Children to be confident at reasoning with the above maths skills and knowledge.</p>
<p>Children have the skills to manage their feelings so they are able to make good progress across the curriculum</p>	<p>Progress and attainment is in line with targets set</p> <p>Pupil questionnaires/interviews demonstrate a growth in confidence to ask for help and to express what they already know and what they need to learn next.</p>
<p>Increase the number of PPG children who reach GD at the end of KS1</p>	<p>Children are confident to say what they are learning, what they are getting better at.</p> <p>Children show high levels of enjoyment and motivation to engage with the learning.</p>

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: **£30,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Every child receives teaching which is good in every classroom every day. 100% good or better teaching everyday through CPD and monitoring by LA curriculum development adviser.</p> <p>Continual raising of teachers' expectations of PP pupils and provision of challenge for these children in English and maths through the support of LA advisers for English (including Y2 Writing Project + The 3 phase model of planning and using quality texts) and maths (support for staff to plan using assessment led learning).</p> <p>Relevant training is provided to ensure the provision for our disadvantaged pupils is of</p>	<p>Education Endowment Foundation (EEF) report 2019 states that "Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils."</p> <p>Research by the EEF has found that disadvantaged pupils have been worst affected by partial school closures, and that the attainment gap has grown as a result of national lockdowns. The economic impact of Covid-19 has also led to higher numbers of pupils qualifying for pupil premium.</p> <p>Documents such as 'Why closing the word gap matters' highlights the need to ensure there is effective provision for vocabulary within schools, particularly with disadvantaged children as they are less likely to have the opportunities at home. Systems established across the school ensure children are exposed to a wide range of vocabulary on a daily basis.</p>	<p>2, 4, 5, 6</p>

<p>high priority and we are up to date with the current programmes.</p> <p>A focus on ensuring all teaching remains good or better through training (Primary Offer), supporting retention of good staff through family friendly policies and a focus on good wellbeing for staff.</p>		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Talk Boost programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p> <ul style="list-style-type: none"> - Assess children in Reception and Year 1 - Agree program to be set up in each class - Louise to monitor impact 	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Talk boost training needs to continue but will do so in house. So no cost. Impact will be more identified children will reach expected standard of 15 points in each element of the talk boost program. Louise DHT has a clear plan with identified children in need of training. Teachers to measure improvement in line with their Performance Management Targets.</p>	<p>1, 2, 5</p>

<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics 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: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>1,2,5</p>
<p>Engaging with the National Tutoring Pro-gramme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>Louise Kansu as the Deputy Head will deliver high quality teaching to key Y1 children in English and Mathematics.</p>	<p>1,2, 5</p>
<p>To support children with social and emotional difficulties through the Emotional Literacy Support Assistant (ELSA) programme</p>	<p>Pupils and their families social & emotional difficulties, including medical issues, can be a barrier to school success for some children.</p> <p>Removing barriers to learning is a proven way to improve the educational outcomes of pupils. Using specialist support and targeting individual children with individual needs e.g. anger resolution will allow identified pupils to access their learning once barrier is removed. Research highlights the impact of poor mental health on children’s overall well-being and how it impacts detrimentally on academic achievement and attainment. We believe that the emotional well-being of some of our PPG pupils is affected as a result of external factors such as anxiety, separation, attachment etc. and that it is beneficial to deal with the root cause to allow pupils the opportunity to concentrate on their learning. Nurture support</p>	<p>1, 2, 3, 4, 5</p>

	<p>ensures that children with social, emotional and/or behaviour needs are supported and given the time needed to calm or talk through concerns to ensure they are ready and able to learn.</p> <p>Pupils with identified social, emotional or health needs are supported by school staff so that the needs are removed, or alleviated. Families actively seek support from school to reduce need for social care agency involvement.</p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management and anti-bullying approaches (STEPS) with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	1, 4
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p> <p>Continue to work with families of PAs. Secure the support of Early help for key families.</p>	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	1, 2, 3, 4, 5
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £62,500 + £7395 totals £69,895

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 2021 and into 22 shows that the performance of disadvantaged pupils is lower than in the previous 2 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.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy.

Although overall attendance in 2020/21 was lower than in the preceding 3 years it was higher than the national average (see Jon Lewis weekly document on attendance for differing groups). At times when all pupils were expected to attend school, absence among disadvantaged pupils was higher than their peers. These gaps are larger than in previous years, which is why attendance is a focus of our current plan.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils who found the simple

day to day routines especially challenging. Listening and attention are significantly lower than previously seen. This means that more time and attention is needed on a 1-1 or small group basis. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

Spending Plan – 2021/2022		Autumn School led tutoring funding = £1391 (September) Autumn Recovery PP = £1812 (September) Autumn Total = £3203		Spring School led tutoring funding = £1391 (December) Spring Recovery PP = £1812 (December) Spring Total = £3203 Carry forward of £ 994 from Autumn Total = £4197		Summer School led tutoring funding = £1391 (April) Summer Recovery PP = £3,624(April + June) Summer Total = £5015 Minus £15 shortfall from Spring Total = £5000		School led tutoring = £4173 Recovery PP = £7248 Total = £11, 421
Intervention	Staff member	Autumn	Running total for Autumn	Spring	Running total for Spring	Summer	Total Cost for Summer	Overall total cost for each intervention
Y2 small group tutoring - writing	Sue Thompson	From week beg 4 th October to week beg 6 th Dec	£585	Spring 1 – x2 groups of 6 children per week @ 2 hours for 6 weeks.	£780	Summer 1 – x2 groups of 6 children per week @ 2 hours for 6 weeks.	£780	£2145

		<p>X2 groups of 6 children per week @2 hours for 9 weeks.</p> <p>1 hour planning time per week.</p> <p>5hrs x £13 = £65 per week.</p> <p>£65 x 9 = £585</p> <p>Number of children = 12</p> <p>Completed – LK to assess impact after data drop</p>		<p>1 hour planning time.</p> <p>5 hrs x £13 = £65 per week.</p> <p>As above for Spring 2</p> <p>£65 x 12 = £780</p> <p>Sue – Arranged. Groups to be confirmed at Autumn pupil progress meetings.</p>		<p>1 hour planning time.</p> <p>5 hrs x £13 = £65 per week.</p> <p>As above for Summer 2</p> <p>£65 x 12 = £780</p>		
Emotional Literacy Support Assistant	Helen Stephens	<p>From week beg 15th November</p> <p>X6 1:1 half an hour sessions over 2</p>	£715	<p>Spring 1</p> <p>X6 1:1 half an hour sessions over 2 afternoons for 6 weeks</p>	£1092	<p>Summer 1</p> <p>X6 1:1 half an hour sessions over 2 afternoons for 6 weeks</p>	£1092	£2899

		<p>afternoons for 5 weeks</p> <p>$\pounds 13 \times 2 = \pounds 26$ per week x 5 weeks = £130</p> <p>Number of children = 6</p> <p>Has not happened as no extra staff found.</p>		<p>Spring 2 – As above</p> <p>$\pounds 13 \times 2 = \pounds 26$ per week x 12 weeks = £312</p> <p>Need to re-advertise/discuss possible release of Helen from IAU</p> <p>£715 to carry forward.</p>		<p>Summer 2 – As above</p> <p>$\pounds 13 \times 2 = \pounds 26$ per week x 12 weeks = £312</p>		
TalkBoost – Year 1	Lyndsey Oakey – Change to the afternoon so that this is extra time?	<p>X3 hours of assessment = $13 \times 3 = \pounds 39$</p> <p>X4 children x 3 half an hour sessions per week + x2 half an hour sessions of planning</p> <p>$2\frac{1}{2} \times 13 = \pounds 32.5 \times 6$ weeks = $\pounds 195$</p>	£949	<p>Spring 1 + Spring 2</p> <p>X3 hours of assessment = $13 \times 3 = \pounds 39$</p> <p>X4 children x 3 half an hour sessions per week + x2 half an hour sessions of planning</p>	£1482	<p>Summer 1 + Summer 2</p> <p>X3 hours of assessment = $13 \times 3 = \pounds 39$</p> <p>X4 children x 3 half an hour sessions per week + x2 half an hour sessions of planning</p>	£1482	£3913

		<p>Total = £234</p> <p>4 children</p> <p>3/12 – Sent email to ask when finished. Need to measure impact on completion.</p>		<p>2 ½ x13 = £32.5 x 12 weeks = £390</p> <p>4 children</p> <p>Is Lyndsey timetabled to deliver the x2 groups for Spring term? Children to be identified once Autumn programme completed.</p>		<p>2 ½ x13 = £32.5 x 12 weeks = £390</p> <p>4 children</p>		
Talkboost- Year 1	Alice Carter	<p>X3 hours assessment = £54</p> <p>X4 children x 3 half an hour sessions per week + x2 half an hour sessions of planning</p>	£1273	<p>Led by TA</p> <p>Spring 1 + Spring 2</p> <p>X3 hours of assessment = 13 x3 = £39</p> <p>X4 children x 3 half an hour sessions per week + x2 half</p>	£1872	<p>Led by TA</p> <p>Summer 1 + Sumer 2</p> <p>X3 hours of assessment = 13 x3 = £39</p> <p>X4 children x 3 half an hour sessions per week + x2 half an hour</p>	£1872	£5017

		<p>$2\frac{1}{2} \times 18 = \text{£}45 \times 6$ weeks = £270</p> <p>Total = £324</p> <p>4 children</p> <p>3/12 – Sent email to ask when finished. Need to measure impact on completion.</p>		<p>an hour sessions of planning</p> <p>$2\frac{1}{2} \times 13 = \text{£}32.5 \times 12$ weeks = £390</p> <p>Is Lyndsey timetabled to deliver the x2 groups for Spring term? Children to be identified once Autumn programme completed.</p>		<p>sessions of planning</p> <p>$2\frac{1}{2} \times 13 = \text{£}32.5 \times 12$ weeks = £390</p>		
Talkboost – Reception				<p>Led by TA</p> <p>Spring 1 + Spring 2</p> <p>X3 hours of assessment = $13 \times 3 = \text{£}39$</p> <p>X4 children x 3 half an hour sessions per week + x2 half an hour sessions of planning</p>	£2262	<p>Led by TA</p> <p>Spring 1 + Spring 2</p> <p>X3 hours of assessment = $13 \times 3 = \text{£}39$</p> <p>X4 children x 3 half an hour sessions per week + x2 half an hour</p>	£2262	£780

				<p>$2\frac{1}{2} \times 13 = \text{£}32.5 \times 12$ weeks = £390</p> <p>Need TA to run. Heather pm? Need to shadow Lyndsey last 2 weeks.</p>		<p>sessions of planning</p> <p>$2\frac{1}{2} \times 13 = \text{£}32.5 \times 12$ weeks = £390</p>		
Talkboost – Reception				<p>Led by TA</p> <p>Spring 1 + Spring 2</p> <p>X3 hours of assessment = $13 \times 3 = \text{£}39$</p> <p>X4 children x 3 half an hour sessions per week + x2 half an hour sessions of planning</p> <p>$2\frac{1}{2} \times 13 = \text{£}32.5 \times 12$ weeks = £390</p>	£2652	<p>Led by TA</p> <p>Summer 1 + Summer 2</p> <p>X3 hours of assessment = $13 \times 3 = \text{£}39$</p> <p>X4 children x 3 half an hour sessions per week + x2 half an hour sessions of planning</p> <p>$2\frac{1}{2} \times 13 = \text{£}32.5 \times 12$ weeks = £390</p>	£2652	£780

				Need TA to run. Carolyn am? (Sally to cover her role)				
1:1 Reading comprehension and word reading – Year 1	TA to be employed	2 hours x 3 afternoons @£13 x 6 weeks 9 children £468 Not completed due to no staff. £468 to carry forward.	£1,741	Spring 1 2 hours x 3 afternoons @£13 x 5 weeks 9 children Spring 2 as above = 6 x £13 x 10 weeks = £780 Need to advertise for staff. Or Sam/Felicina?	£3432	Summer 1 2 hours x 3 afternoons @£13 x 6 weeks 9 children Summer 2 as above = 6 x £13 x 12 weeks = £936	£3198	£2184
1:1 Reading comprehension and word reading – Year 2	TA to be employed	2 hours x 3 afternoons @£13 x 6 weeks 9 children	£2,209	Spring 1 2 hours x 3 afternoons @£13 x 5 weeks 9 children	£4212	Summer 1 2 hours x 3 afternoons @£13 x 6 weeks 9 children	£4134	£2184

		<p>£468</p> <p>Not completed due to no staff. £468 to carry forward.</p>		<p>Spring 2 as above =</p> <p>6 x £13 x 10 weeks = £780</p> <p>Need to advertise for staff. Or Sam/Felicina?</p>		<p>Summer 2 as above =</p> <p>6 x £13 x 12 weeks = £936</p>		
1:1 Reading comprehension and word reading – Reception						<p>Summer 1</p> <p>2 hours x 3 afternoons @£13 x 6 weeks</p> <p>9 children</p> <p>Summer 2 – 5 weeks =</p> <p>6 x £13 x 11 weeks = £858</p>	£4992	£858
			£3203 minus £2,209		£15 shortfall to be taken from Summer		£8 underspend.	

			Carry forward to Spring = £994					
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Catch Up Staffing Needs for Spring Term 2022			
	Days and hours	Staff needed	Actions needed
Year 2 small group tutoring	5 days x 1 hr	Sue	
Emotional Literacy Support Assistant	X2 afternoons per week	Helen	X2 afternoons of cover needed – Amal?
TalkBoost – Year 1 (2 groups)	X1 hour per afternoon	Lyndsey	
TalkBoost - Reception	X ½ hour per afternoon	Heather	Heather to shadow Lyndsey for last 2 weeks of term.

TalkBoost - Reception	X ½ hour per afternoon	Carolyn	Sally to cover Carolyn when she is delivering Talkboost
Reading 1:1 – Year 1	X3 afternoons per week	Sam/Felicina/Dawn?	
Reading 1:1 – Year 2	X3 afternoons per week		

Spring Meadow Infant and Nursery School

Pupil Premium Plan for 2020 – 2021

Please see the 2019 – 2020 evaluated plan on the school's website

£62,500 (New funding will be received in April 2021)

2020 – 2021 Summary of Barriers to Educational Achievement for Eligible Pupils:

- Most pupils have returned from the closure of the school with immature behaviours and challenges on their ability to communicate effectively;
- The PPG children have returned with below age related expectations. In Reception all below ARE in reading, writing and maths. In Year 1 only one child is at ARE. In Year 2, 4 children are at ARE
- Higher ability PPG children are quiet children and need to be supported to reach their full potential;
- Many have social and emotional difficulties or contextual needs which affect their readiness to learn;
- Some pupils have the additional barrier of English as an additional language or special educational needs

Priorities for 2020-2021

1. To use Talk Boost to develop communication and language (YR and Y1)
2. Leadership time (Deputy Head) to plan for key interventions across the school in reading, writing and maths. UPS staff to plan Wave 2 and 3 interventions for children to accelerate progress in reading, writing and maths.
3. (Scale 3 TAs) Provide social and emotional support for the PPG children. Early Years – general TA time to support those children with EAL; speech and language needs and social and emotional needs (Talk Boost)
4. UPS staff to plan Greater Depth tasks for the more able PPG children to extend their learning and challenge them to achieve deeper understanding in identified subjects.

Summary and Explanation of Approach:

Our main strategy for increasing the attainment of disadvantaged pupils is to ensure high quality teaching (personalised learning) and outcomes across our broad and balanced curriculum, in all year groups. Excellent teaching has been shown to have a significant impact on the progress of disadvantaged pupils. Therefore, school leaders are using our Teaching and Learning Policy, in particular

our agreed list of non-negotiables for teaching, learning and assessment, to ensure that the provision for all pupils meets the school's expectations. Through performance management, teachers are held accountable for the progress of their disadvantaged pupils, and have been set targets that include tackling barriers to learning for disadvantaged pupils. All the priorities on our school's single plan for 2020-2021 aim to positively impact on disadvantaged pupils: develop children's ability to communicate effectively, continuing to improve progress in phonics, reading, writing and maths; refining provision for pupils with SEND at wave 2 and wave 3 and in particular work on ensuring good outcomes across our broad and balanced curriculum .

For pupils who require additional academic intervention and support, we are using the pupil premium grant to fund staffing costs for interventions. Some of these will be led by the Deputy Head, and others by teaching assistants in the EYFS. The quality of these interventions and pupil outcomes are regularly monitored to ensure pupils are making good progress, and interventions are chosen from evidence-based evaluations. They include Sounds write Phonics, writing for a purpose and reading comprehension. The outcomes and progress of the SEND, higher ability disadvantaged pupils are regularly monitored by the head, who works with the SEND leader, Deputy Head and teachers to ensure their needs are met. We also work within the Ely Schools' Partnership to share best practice for our pupil premium children.

Improving access to opportunities is an important aspect of our strategy. We fund school clubs for Years 1 and 2 when these are permitted.

Priority 1: Language development

To support children to meet age related expectations in communication and language (To use Talk Boost to develop communication and language YR and Y1)

Key Objectives:	Actions and by whom	Cost implications (with budgetary references)	Timescale	Success Criteria
All PPG children to be able to speak at the level expected for their age	<p>Staff trained to use TALK BOOST, to be enabled to deliver this program to PG children where speaking is a significant need as a precursor to be able to say a sentence and then write a sentence.</p> <p>Identify children to take part in agreed interventions – group or individual.</p> <p>Arrange 2 hour training slot to develop staff understanding of sustained shared thinking and using questions to develop reasoning– (EEF) EYFS lead.</p>	<p>25% of EYs support staff salary for intervention work daily</p> <p>£20,000 in the EYFS.</p>	Spring 2021 – program for PPG children in place	<p>Children can speak in correct short sentences with verb noun agreement.</p> <p>Children can write simple sentences at the end of Reception.</p> <p>Children can write at age related expectations at the end of Year 2.</p> <p>The gap between PPG writers and non PPG writers is closed</p>

	<p>For leaders to monitor planning to ensure teaching of vocabulary is meeting pupil need in all lessons.</p> <p>Ensure personalised learning is enabling the PPG children to build on prior learning.</p>			
<p>Monitoring (leadership and Governance)</p>	<p>Evaluation/Impact (termly updates)</p>			<p>Next Steps</p>
<p>Talk Boost began slowly during the middle of the Spring term after we returned from lockdown – 7th March 2021</p> <p>Monitor how this is now being delivered by support staff and where appropriate teaching staff. (Anthea Jones to monitor with John Finney governor)</p> <p>Identify the key children this was targeted at and discuss any impact to date.</p>	<p>PPG governor evidenced PPG teaching and learning and noted high quality support for this groups of children in Year 2</p> <p>Talk boost seen in action when we returned from lockdown in March 2021. Reception aged children seen more focused during carpet time as a result of this program.</p>			<p>Use end of year data – attainment and progress to plan learning. All classes still have experienced teachers in except Wren class that has an ECT. Deputy Head is the mentor and induction tutor.</p> <p>Talk boost will continue to be used to support language development.</p> <p>Train 5 more TAs to deliver this program.</p>

TalkBoost – Suzanne Y1, Carolyn – R				
Priority 2: <u>2 – Accelerate progress in phonics, reading, writing and maths</u>				
Key Objectives	Actions and by whom	Cost implications (with budgetary references)	Timescale	Success Criteria
Children will meet challenging targets set by each class teacher in phonics, reading, writing and maths				
Phonics Nursery Reception	Every teacher to identify the level of attainment for each child in their class and then set a clear target that can be met by July 2021. (Part of target setting process and Performance management expectations) Nursery – Daily sounds discrimination activities in the environment.	Nursery and Reception general TAs, (20% of salary x 2) £8000	Oct 2020	Children have met expected targets set by the class teacher in Oct 2020. School was closed during Spring Term 2021

Year 1	Daily robot talk d – o –g enable every PPG children to blend CVCs.			All PPG children can blend sounds relevant to their age and expectations.
Year 2	Reception – Daily as for nursery discrimination and robot talk. Daily sound games. Daily teacher input initial code. Year 1 and Year 2 Daily games and direct teaching to meet national standard. Termly summary of progress and attainment for PPG children.	Year 1 and Year 2 UPS salary of 3 teachers £15,000	Daily – summarised Jan 2021 and July 2021	Overall gap has diminished for all PPG and Non PPG children. Good progress from starting points – at least 3 terms for every PPG child (usually 4 but Covid means lower starting point and a very slow start on return due to social and emotional needs)
1	21	Lexia £4000	Daily – summarised Jan 2021 and July 2021	Parent evaluations state high level of satisfaction as a result of teacher support on a half termly basis.
Writing Nursery Reception Year 1 Year 2	Small group or 1-1 teaching to meet target set on personalised learning documentation. Nursery and Reception – follow steps of progression in writing document. Record kept for each PPG child. Annotations at least half termly or more if appropriate.	Experienced teacher salaries in all classes £2,000 per teacher = £16,000	Daily – summarised Jan 2021 and July 2021	

	Clear targets set to be achieved.			
Maths	Basic skills of counting and calculating for every PPG child.	20% of TA salary across 4 year groups	Daily – summarised Jan 2021 and July 2021	
Nursery	Clear plan to show what is intended for each PPG child			
Reception	PPG children undertake 5 minute maths activities every day.			
Year 1	Clear record of achievement			
Year 2				
Monitoring (leadership and Governance)	Evaluation/Impact (termly updates)		Next Steps	
<p>Children are taught phonics, reading, writing and maths, by a skilled practitioner.</p> <p>Need to observe/speak with a child who has been supported to accelerate progress.</p> <p>Measure impact from starting points.</p> <p>Share findings with Governor for PPG (John Finney)</p>	<p>Year 2 PPG children had a secure data record in March 2020 – progress from this date to March 2021. 43% of PPG children made expected progress or better. The average progress was 4.0 steps PPG and 5.6 steps not PPG.</p>		<p>Identify which PPG children In Reception and Year 1 (now Y1 and Y2) who did not make expected progress and set targets to accelerate progress.</p> <p>Meet PPG governor to share outcomes and discuss next steps for groups.</p>	

Priority 3:

3 – Social, emotional and mental health: To enable all members of staff to fully understand the importance of mental wellbeing in school. Focus support for identified PPG children.

Key Objective	Actions and by whom	Cost implications (with budgetary references)	Timescale	Success Criteria
<p>Children have the skills to manage their feelings so they are able to make good progress across the curriculum</p>	<p>To continue our therapeutic approach to behaviour - Steps approach for all children:</p> <p>X2 Mental Health champions to be oversee the social, emotional and mental health of pupils.</p> <p>PSHE lead to develop plans to enable PPG children (all children) to manage their emotional needs. This is even more critical at this time due to the Covid pandemic.</p> <p>Identified children to work with scale 3 TA on a weekly basis. Scale 3 TA to share outcomes with teacher and parent to support next steps learning</p>	<p>Within budget for scale 3 TAs</p>	<p>Academic year 2020- 2021</p>	<p>Progress and attainment is in line with targets set.</p> <p>Pupil questionnaires/interviews demonstrate a growth in confidence to ask for help and to express what they already know and what they need to learn next.</p>

Monitoring (leadership and Governance)	Evaluation/Impact (termly updates)	Next Steps
<p>We now only have one champion – Alice Carter. She provides support as part of the SEND provision for children who have been identified as needing support in this area specifically.</p> <p>All children in the school are currently receiving support for SEMH following the closure of the school re Covid in January 2021.</p>	<p>The training for the above was cancelled due to Covid and as a result HS training was not completed until the summer of 2021.</p> <p>We now have one member of staff trained as an ELSA. She has used this newly acquired skill to support children within the Infant Assessment Unit.</p>	<p>Identify which children need to access support from the ELSA in school and put a plan in place for identified children.</p>

Priority 4:
4 – PPG children receive greater opportunity to reach greater depth across the curriculum

Key Objective	Actions and by whom	Cost implications (with budgetary references)	Timescale	Success Criteria
<p>Increase the number of PPG children who reach GD at the end of KS1</p>	<p>Each teacher from Nursery to Y2 to identify the PPG children with the potential to achieve GD at the end of KS1.</p> <p>Provide good models for the PPG children to follow even if they are not yet ready to work at this level.</p>	<p>Within the teaching budget.</p>	<p>Half termly focus and evaluation of pupil outcomes</p>	<p>Statistics show that PPG child is beginning to achieve at the Higher greater depth levels.</p> <p>Children are confident to say what they are learning, what they are getting better at.</p>

	Identify which areas of the curriculum a child excels in, e.g. writing or art or P.E. Planning to identify these children.			Children show high levels of enjoyment and motivation to engage with the learning.
Monitoring (leadership and Governance)	Evaluation/Impact (termly updates)		Next Steps	
<p>This is a key area for us to develop. This is now being led by Alice Carter. Data analysis is problematic due to Covid. Focus is now on current Y2 children and aiming to move GD PPG children in Year 2 who reached greater Depth when in Reception.</p> <p>John and Anthea to study the outcomes to see what is different for these children.</p>				

Spending Summary

Costing summary	
1.To use Talk Boost to develop communication and language YR and Y1)	£20,000

<p>2. Leadership time (Deputy Head) to plan for key interventions across the school in reading, writing and maths. UPS staff to plan Wave 2 and 3 interventions for children to accelerate progress in reading, writing and maths.</p>	<p>£23,000 -Teaching</p> <p>£4,000 – Lexia license</p> <p>£16,000 - Teaching</p>
<p>3.(Scale 3 TAs) Provide social and emotional support for the PPG children. Early Years – general TA time to support those children with EAL; speech and language needs and social and emotional needs (Talk Boost)</p>	<p>Within the above</p>
<p>4. UPS staff to plan Greater Depth tasks for the more able PPG children to extend their learning and challenge them to achieve deeper understanding in identified subjects.</p>	<p>Within the above</p>
<p>Total PPG budget</p>	<p>£62,500 PPG funds + £500 from main budget</p>

Externally provided programmes

Programme	Provider
None	

Service pupil premium funding (optional)

We did not have any service pupil premium

Measure	Details

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of physically based high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on sports and developing confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate. (currently football and gymnastics)

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, children and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.