

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	Gorse Hill Primary School
Number of pupils in school	438 (inc Nursery)
Proportion (%) of pupil premium eligible pupils	19% (exc Nursery)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2019-2022
Date this statement was published	October 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Luke Graham
Pupil premium lead	Louise Francis
Governor / Trustee lead	Sarah Rutherford

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£93,735
Recovery premium funding allocation this academic year	£10,005
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£6911 (CUP)

Part A: Pupil premium strategy plan

Statement of intent

At Gorse Hill Primary School, we believe in the unlimited potential of every child and that 'every child can' which is especially so for our disadvantaged children. In order for our disadvantaged children to close the attainment gap with their non-disadvantaged peers, it is our intent to provide quality first teaching for all our children.

Through our school's CARE values (Courage, Appreciation, Respect, Responsibility and Excellence) as well as our 4 Golden Threads (Knowledge & Skills; Language Rich; Experience Rich and Values & Community) we aim to develop children with the self-belief to achieve high aspirations who are motivated and excited lifelong learners.

As a school, we aim to raise the attainment of our disadvantaged children through assuring that teaching and learning opportunities meet all children's needs. Accurate assessments, robust data analysis and pupil progress meetings will ensure that children needing support are identified and provision put into place in order to close the attainment gap.

Our Pupil Premium Funding allows us to provide our children with:

- The quality first teaching that all children deserve
- Relevant and up-to-date CPD opportunities for teachers and support staff
- Academic interventions where required
- Social, emotional (including ELSA) and behavioural support for children and families through our Inclusion Team
- A variety of experiences and cultural capital for children who may not otherwise engage in such opportunities

Challenges

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

Challenge number	Detail of challenge
1	Poor communication skills: Wellcomm assessments show that language acquisition in EYs and KS1 are below age-related expectations. Observations in KS1 and KS2 demonstrate lower than average speaking and listening skills with vocabulary gaps.
2	Previous learning is not embedded and recall is not consistently accurate in lower attainers: Internal data demonstrates that children find

	it difficult to retain learning which has been further impacted by partial school closures.
3	SEN and/or EAL barriers: PP children with SEN make up 32% of our PP register and PP children with EAL make up 35% of our register. 6% of children on our PP register have SEN and EAL barriers. Data suggests that these children need to make accelerated progress from their starting points.
4	Social and emotional needs – including anxieties about returning to school post lockdown: Of the children currently working with our Inclusion Team, 39% are disadvantaged with SEMH needs.
5	Reading fluency and comprehension: Data shows that children – particularly in KS2 – struggle with reading comprehension in particular.
6	Learning gaps due to Covid-19 lockdowns: Of the devices loaned to families during lockdown, 42% went to our disadvantaged children most of whom needed to share devices with siblings. Lack of continuity within lessons due to this has led to learning gaps.
	External Challenges
7	Opportunities for enrichment activities: Many of our children could not access external activities due to financial constraints as a result of lockdowns.
8	Less than 95% attendance and persistent absence: School attendance data shows that disadvantaged attendance currently sits at just below non-disadvantaged pupils. Rigorous monitoring of attendance by the office and inclusion teams has increased attendance and decreased persistent absence of disadvantaged pupil and this continues to be a focus.
9	Parental/carers anxieties post lockdown (see above)

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
Dedicated TA to provide targeted support to develop language acquisition of EAL pupils; participation in Swindon Oracy Project & Swindon Drama/Active Learning Project; QFT with all staff modelling appropriate & grammatically correct sentences; expectation that children respond to questions in full sentences; Sp & Lang referrals & interventions where appropriate	<ul style="list-style-type: none"> EAL children (particularly those new to the country) will be able to speak English at a conversational level and will begin to write English at a stage appropriate level Levels of communication for all pupils will be increased including the use of age appropriate vocabulary, understanding and grammatical language use

	<ul style="list-style-type: none"> • Teachers are able to make referrals to SENDCo for SP & L concerns and external agencies become involved when necessary • Sp & L interventions demonstrate increased communication skills post intervention
<p>Quality First Teaching is available to all children.</p> <p>Planning lesson sequences demonstrate clear learning journeys.</p> <p>Where necessary, pupils will experience pre-teaching in preparation for recall and building on previous learning.</p> <p>The curriculum has been redesigned to provide a more coherent learning journey, enable children to make better links in their learning, and to give children consistency in learning through our 4 Golden Threads.</p>	<ul style="list-style-type: none"> • Internal assessments, learning walks, observations and pupil books will show consistent progress from starting points • Pupils are able to articulate and demonstrate their previous and new learning with accuracy • Adaptations to the curriculum will demonstrate increased fluency in reading and maths fluency • Golden Threads (Knowledge & Skills; Experience Rich; Language Rich; Values & Community) will be evident in planning and teaching contributing to improved outcomes
<p>SEND/EAL children will make expected or better than expected progress according to their individual starting points.</p>	<ul style="list-style-type: none"> • Pupil progress meetings and data drops will measure the attainment and progress of these children and further targeted support will be implemented as necessary • Where appropriate additional professionals will be included
<p>Children will access the Inclusion team (including ELSA trained LMs) when required to support social and emotional needs enabling children to be in a better learning place</p>	<ul style="list-style-type: none"> • Children will be able to articulate their feelings to adults and will be supported to implement strategies to enable them to manage their emotional needs and resilience with greater independence.
<p>Children will have access to high quality texts; Participation in TWHF Reading project with support from Literacy Lead from TWHF; training for all staff on the teaching of reading</p> <p>Curriculum redesign ensures that texts are cross curricular making further links for children</p>	<ul style="list-style-type: none"> • Pupil progress meetings and data drops will measure the attainment and progress of children in reading and further targeted support will be implemented as necessary • TWHF Literacy Leads will work with the English Lead in school to deliver training for ECTs & RQTs which will be monitored through learning walks, drop ins, observations & evidence of pupil work etc

<p>Transition dialogue between teachers during handover has ensured that new teachers know the coverage of objectives from the previous year and can address gaps in their planning and teaching.</p> <p>KPIs and internal assessments have been passed to next year teachers.</p>	<ul style="list-style-type: none">• Pupil progress meetings will be an opportunity to discuss, monitor and address gaps in learning due to lock-down.
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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: £17,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Expected and/or expected + progress for PP children from starting points (end of previous key stage and year on year)</p> <p>Actions/Approach QFT across the curriculum: Non-negotiables implemented for 3-phase approach for reading and writing and for the mastery approach in maths</p>	<p>“Quality Teaching helps every child” EEF Guide to the Pupil Premium EEF T&L toolkit – Mastery Learning +5 months; Reading Comprehension strategies +6 months Consistency in teaching will ensure that all pupil have the same opportunities to make at least expected progress and in some cases better than expected progress.</p>	<p>2, 5, 6</p>
<p>Increased % in combined attainment of RWM at National Average for PP children</p> <p>Actions/Approach QFT across the curriculum: Non-negotiables implemented for 3-phase approach for reading and writing and for the mastery approach in maths</p>	<p>“Quality Teaching helps every child” EEF Guide to the Pupil Premium EEF T&L toolkit – Mastery Learning +5 months; Reading Comprehension strategies +6 months Consistency in teaching will ensure that all pupil have the same opportunities to make at least expected progress and in some cases better than expected progress.</p>	<p>2, 5, 6</p>
<p>Planned CPD opportunities for teaching staff using The Toolkit from The Key</p> <p>Actions/Approach Identified whole school priorities will be addressed through high quality CPD in order to embed expectations, develop practice and further establish consistency in teaching across the school</p>	<p>Professional development interventions were found to have a “positive effect on student learning”. Education Policy Institute</p>	<p>2, 3, 5, 6</p>
<p>Wider curriculum re-design to improve outcomes across the curriculum through higher engagement from children and developing their ability to make links</p>	<p>“Quality Teaching helps every child” EEF Guide to the Pupil Premium</p>	<p>1, 2, 5, 6, 7</p>

<p>and connections across the curriculum.</p> <p>Actions/Approach</p> <p>Re-developed LTPs and skills progression sheets to enable children to access a carefully sequenced and coherent curriculum.</p> <p>Timetables redesigned to ensure access to the full scope of a broad and balanced curriculum across the school.</p> <p>High quality resources purchased (where applicable) to support the delivery of the curriculum.</p>		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £65,985

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improved communication skills in EYs & KS1</p> <p>Actions/Approach</p> <p>Interventions will be carried out using Wellcome resources to develop and increase oral skills and understanding</p>	<p>Wellcomm Assessments carried out by our SENDCo show reduced language skills</p> <p>EEF T&L toolkit – Early Years Interventions +5 months; Oral language interventions +5 months</p>	1, 3
<p>Support for children to reach, maintain & be secure at ARE in English and Maths</p> <p>Actions/Approach</p> <p>Small group interventions carried out across the school for identified children</p>	<p>EEF T&L toolkit – Small group tuition +4 months; Reading Comprehension Strategies +6 months</p>	2, 3, 5, 6
<p>Support for children and/or families who are vulnerable and/or anxious</p> <p>Actions/Approach</p> <p>Learning mentors to meet identified PP children in the playground as a first point of contact</p> <p>Inclusion Team to work with identified PP children to</p>	<p>EEF T&L toolkit – Social & Emotional learning +4 months; metacognition & self-regulation +7 months; behavior interventions +3 months</p> <p>Some PP children have been identified as anxious coming in to school. Learning Mentors are able to spend quality time reassuring and supporting children at the beginning of the school day in order that they are able to start their day in a better learning place.</p>	1, 4, 9

<p>support social, developmental and emotional needs as well as learning behaviours</p> <p>Identified PP children to access external agencies (TAMHS, Ed Psych)</p> <p>ELSA interventions to support emotional needs of identified children in order that they can better access learning.</p>	<p>Learning mentors work with identified PP children in the classroom to support learning behaviours and needs</p> <p>Learning mentors work to develop social, emotional and self-esteem needs with PP children within the classroom, on an individual basis and in small groups</p> <p>Inclusion Manager/Learning Mentors engage with parents/carers to provide support</p>	
<p>Support for EAL children in acquiring and developing English Proficiency</p> <p>Actions/Approach</p> <p>A dedicated TA to support class teachers in appropriately differentiating work for EAL children to enable them to acquire and develop their proficiency in English.</p> <p>TA to support children new to country to develop conversational English at a rapid pace to enable them to settle better in to a new environment and to lead interventions to help children to access the curriculum.</p> <p>TA to support families to engage with school and to support their children at home.</p>	<p>A report from The Bell Foundation, University of Oxford and Unbound Philanthropy states that it takes approx. 6 years from arrival for EAL children to become fluent in English.</p> <p>EEF T&L Toolkit – Oral Language Interventions +5 months</p> <p>GHS has an increasing number of EAL pupils with many arriving new to the country with limited English. It is believed that employing a TA to work with EAL children will accelerate their transition into a new school/country enabling children to settle quicker, acquire English at a more rapid pace, access the curriculum at an appropriate stage and use their expertise to support classroom teachers.</p> <p>EEF T&L Toolkit – Parental Engagement + 3 months;</p>	<p>1, 3</p>

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

Budgeted cost: £10,650

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Many of our parents have added financial constraints. In order to ease this, we ensure that PP children are engaged in all aspects of school life accessing the same opportunities as non-PP children</p> <p>Actions/Approach</p> <p>There is a fund available for PP families facing financial hardships to access for support such as:</p> <p>School trips/residential visits subsidised.</p> <p>Support available for school uniform</p>	<p>Disadvantaged children/families are not constrained by financial restraints and are able to access the same opportunities as their peers.</p> <p>Gorse Hill and Pinehurst LSAO is amongst the 50% of most deprived neighbourhoods nationwide according to the IDACI</p>	7
<p>P/EAL children have access to high quality texts in order to develop reading for pleasure</p> <p>Actions/Approach</p> <p>Children are able to access the school library on a regular basis in order to access texts that they may not have experience of at home.</p>	<p>EEF T&L Toolkit – Reading Comprehension Strategies + 6 months; Parental engagement +3 months</p> <p>High quality texts broaden the vocabulary of children leading to improved reading and writing.</p> <p>Children who read for pleasure are more likely to attain ARE in reading and writing.</p> <p>Children who share books with adults at home are more likely to develop a love of reading. A wider selection of dual language books will enable this to happen in more homes.</p>	5
<p>Lateness/absenteeism/ Persistent Absenteeism is decreased in PP children</p> <p>Actions/Approach</p> <p>Attendance Officer to monitor lateness, contacting parents via phone in first instance, and mail for persistent lateness. Upscale to EWO if necessary.</p>	<p>We have noticed that attendance of PP children is slightly lower than non-PP children and also slightly lower than the National Average. This is not true for all year groups though it is our intention to improve the attendance of all children.</p>	8

<p>Attendance Officer to send attendance letters to parents and issue PN in line with TWHF & SBC guidelines</p> <p>EWO to monitor absenteeism levels of all PP children and take appropriate action. PP children with persistent lateness/absence will be subject to home visits.</p> <p>Attendance Officer to analyse comparative attendance data per term/year for individual children where necessary</p>		
<p>PP children have swimming paid for in order that they are able to fully access the curriculum.</p> <p>Actions/Approach</p> <p>There will be no financial constraints for PP children for costs incurred for swimming lessons.</p>	<p>The NC says that “All schools must provide swimming instruction either in key stage 1 or key stage 2”</p>	<p>7</p>
<p>There is an uptake in children receiving the PPG which is better reflective of the community that we serve.</p> <p>Actions/Approach</p> <p>Incentives will be provided for families where FSM are applied for and accepted; a book bag for KS1 children and a school jumper for KS2 pupils.</p>	<p>The IDACI Index shows that Gorse Hill is amongst the 50% most deprived neighbourhoods nationwide. Our uptake of the PPG is not reflective of this.</p>	<p>All</p>

Total budgeted cost: £93,735

Recovery/Roll over (Catch Up) Premium

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To develop the quality of teaching, particularly that of ECTs and RQTs, through facilitating opportunities to</p>	<p>The EEF document ‘Guide to the Pupil Premium’ states that within a tiered approach to spending: “Ensuring an effective teacher is in front of every class, and that every teacher is</p>	<p>2,3,5,6 RP</p>

<p>support their professional development by observing best practice in other settings / engaging with external CPD</p> <p>Actions/Approach</p> <p>ECTs & RQTs to observe colleagues within school and at other schools</p> <p>Internal CPD</p> <p>Attending CPD led by external providers</p> <p>ECTs – weekly meetings with mentors & completion of ECF programme</p> <p>RQTs – regular meetings with induction lead/mentor</p>	<p>supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending.”</p> <p>The EEF document ‘Effective Professional Development’ states: “High quality teaching improves pupil outcomes and effective professional development offers a crucial tool to develop teaching quality and subsequently enhance children’s outcomes in the classroom.”</p>	
<p>To develop the quality of teaching through enabling subject leaders to spend additional time on curriculum design and monitoring, through providing SL non-contact time & additional CPD</p> <p>Actions/Approach</p> <p>Subject leaders to have additional time to monitor their curriculum areas after a curriculum re-design</p> <p>New Subject leaders to meet with curriculum lead for support/coaching</p> <p>New Subject leaders to carry out joint learning walks, work scrutinies, pupil voice activities to triangulate monitoring and develop their subject area</p>	<p>EEF (as above) - Tiered approach to spending with a focus on developing teaching through curriculum design, monitoring and follow up CPD</p>	<p>2,3,5,6,7 RP</p>
<p>Additional reading tuition to identified pupils to result in them making accelerated progress and closing the gap with their peers</p> <p>Actions/Approach</p> <p>School led tutor to provide additional reading teaching & Learning for Years 4 & 5 with a focus on developing comprehension skills.</p> <p>English Lead (KS1) & AP (KS2) to attend Reading Fluency Intervention training (Herts for Learning)</p>	<p>EEF Toolkit – Reading Comprehension strategies +6 months</p>	<p>5 SLTF (75%) CUP (25%) RP</p>

<p>To invest in phonics-based reading books and resources to support targeted intervention of pupils, with a particular emphasis on KS2 pupils who require rapid catch up</p> <p>Actions/Approach</p> <p>TAs to lead intervention programmes for KS2 pupils to develop and use their phonic knowledge leading to greater fluency when reading</p> <p>Provide high quality resources to support interventions</p>	<p>EEF Toolkit – Phonics +4 months</p>	<p>2,5 CUP</p>
<p>To engage with a creative partner to focus on raising aspirations of GHS pupils</p> <p>Action/Approach</p> <p>Community Links lead to organise ~</p> <p>Themed weeks</p> <p>Career weeks</p> <p>Links within the community (businesses; religious leaders etc)</p>	<p>IDACI shows that Gorse Hill and Pinehurst LSAO is amongst the 50% of most deprived neighbourhoods nationwide.</p> <p>This is a strategy to raise aspirations of pupils and incentivise improved attainment through developing motivation and self-esteem.</p> <p>Link to SDP:</p> <p>4) Curriculum:</p> <p>Children are provided with rich learning opportunities to acquire cultural capital, enabling pupils to make progress within a range of curriculum areas so that they know more, remember more and can do more.</p>	<p>7 RP</p>
<p>Continue to develop the Social and Emotional health & well-being of the children in our school.</p> <p>Actions/Approach</p> <p>Funding the training of the KS1 Learning Mentor in ELSA.</p> <p>Fund the training of 2 x TA in Forest School</p>	<p>EEF Toolkit – Social & Emotional Learning +4 months; Outdoor Adventure Learning +4 months</p>	<p>4,9 RP</p>
<p>Further develop play-based learning linking to continuity into Year 1 as a result of the disruption of the pandemic and missed learning/play opportunities for children.</p> <p>Actions/Approach</p> <p>Funding resources for play-based learning in Early Years and Year 1 (continuous provision).</p>	<p>EEF Early Years Toolkit – Play-based learning +5 months</p> <p>“Positive outcomes have been identified for a range of early learning outcomes including vocabulary, reasoning and early numeracy.”</p>	<p>1,6 CUP</p>

Total budgeted cost: £16,916

Service Premium

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Access to Learning Mentor support for SEMH & well-being.</p> <p>Actions/Approach</p> <p>ELSA activities</p>	EEF Toolkit – Social & Emotional Learning +4 months	4

Total budgeted cost: £310

Early Years Pupil Premium

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Oracy Intervention(s)</p> <p>Actions/Approach</p> <p>Assessments carried out by SENCo show that 62% of Nursery children have language that is either mildly or significantly delayed. Additionally, a significant number of children have EAL.</p> <p>Purchase of listening station & equipment including story tapes/CDs to develop language skills and vocabulary acquisition.</p>	EEF Early Years Toolkit – Communication and language approaches +6 months	1
<p>Support in physical development which enables children to develop at age appropriate rates meaning children will be ready to progress to Reception.</p> <p>Actions/Approach</p> <p>Resources to support fine and gross motor skills</p>	EEF Early Years Toolkit – Physical development approaches +3 months	6

Total budgeted cost: £906.30

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.

Quality of Teaching for All

Pure Pupil Premium children make the same amount of progress as non PP children to fulfil their academic potential based on relative starting points

Impact:

Due to lock down and staffing issues data is intermittent across the school (however, see reading data below). We have worked to support children in class for English and maths work and children have been withdrawn during the afternoons for intervention work. There has been some impact on interventions since lockdown due to staff having to isolate.

Reading Ave KPI	Writing Ave KPI	Maths Ave KPI
Y1 PP 4 Non PP 7.5	Y1 PP 4.8 Non PP 7.4	Y1 PP 9.5 Non PP 16.7
Y2 PP 4.2 Non PP 6.2	Y2 PP 5.8 Non PP 7.6	Y2 PP 7.9 Non PP 10.5
Y3 PP 8 Non PP 6.9	Y3 PP 6.8 Non PP 6.3	Y3 PP 12.8 Non PP 11.2
Y4 PP 3.8 Non PP 4.5	Y4 PP 4.4 Non PP 5.6	Y4 PP 8.2 Non PP 10.5
Y5 PP 1.9 Non PP 3.5	Y5 PP 3.6 Non PP 6.1	Y5 PP 6.5 Non PP 8.7
Y6 PP 2.9 Non PP 4	Y6 PP 8.5 Non PP 9.3	Y6 PP 8.6 Non PP 12.2

Lessons Learnt:

Further interventions have been planned for next year for reading, writing and maths across the school.

The vast majority of Pupil Premium children make the same amount of progress as non PP children to achieve ARE in reading

Impact:

Y1 Phonics Progress:

PP 100% nonPP 100%

Internal data Y2-5 Headstart Assessments Aut - Sum

Y2 PP 29% nonPP 28%

Y3 (one class) PP 100% nonPP 89%

Y4 PP 43% nonPP 37%

Y5 PP 50% nonPP 54%

Lessons Learnt:

Further interventions (including phonics for older children) have been planned for next year

57% of EAL Pupil Premium children make the same amount of progress as non PP EAL children to fulfil their academic potential based on relative starting points

Impact:

Reading (Internal data Headstart Assessments)

Y1

EAL PP 100%

Non PP EAL 100%

Y2

EAL PP 0

Non PP EAL 21%

Y3 (one class)

EAL PP 0

Non PP EAL 92%

Y4

EAL PP 50%

Non PP EAL 50%

Y5

EAL PP 0

Non PP EAL 33%

Average KPIs across RWM show that although the EAL PP children attain below Non PP EAL children, there is generally little difference between the 2 groups apart from Y5 in maths. EAL PP children in Y3 have achieved more KPIs than Non PP EAL children in reading and maths.

Lessons Learnt:

Further interventions have been planned for next year for reading, writing and maths across the school.

58% of SEND Pupil Premium children make the same amount of progress as non PP SEND children to fulfil their academic potential based on relative starting points

Impact:

Due to the small number of children in the groups SEN PP and non PP SEN the gap between them for RWM (Average KPI scores) is generally small. However, in Years 4 & 5 there is a more significant gap across all curriculum areas.

Lessons Learnt:

SENDCo is leading training for Tas next year.

CPD will improve teachers' understanding of differing needs within the classroom and how to better cater for all children to access appropriate learning.

Targeted Support

Support for children and/or families who are vulnerable and/or anxious

Impact:

Children are able to discuss anxieties freely with a trusted adult, enabling them to feel more safe and secure leading to children being more ready to learn.

LMs have found it difficult to support children in class with learning behaviours due to Covid restrictions.

39% of children on the SEN register are PP children. Of this 39%, 30% accessed one or more external agencies to support their cognition, behaviour, emotional or medical needs.

Lessons Learnt:

We have found SDQs to have limited scope for their intended use so Learning Mentors & the Inclusion Team will move to using the Boxhall Profile from September.

Fewer restrictions from September should mean that LMs can begin supporting children in class more freely & regularly leading to improved learning behaviours and readiness to learn (depending on Government/WHF guidance)

Support for EAL children in acquiring and developing English Proficiency

Impact:

EAL HLTA has found it difficult to support children in class with language acquisition due to Covid restrictions.

Bell Assessments carried out show progress for all children against their starting points.

EAL HLTA supported 10 children new to the country with little/no English to settle, acquire language and access the curriculum.

Of all the children EAL HLTA supported, 14% were PP.

EAL HLTA has acted as an interpreter for families new to the country.

Planned groups to develop language acquisition for parents have been delayed due to Covid restrictions.

All teachers took part in training and strategies have been used in the classroom to support EAL learners access the curriculum and develop written English skills.

Lessons Learnt:

Fewer restrictions from September should mean that the EAL HLTA can begin supporting children in class more freely & regularly leading to accelerated language acquisition and readiness to learn (depending on Government/WHF guidance)

Lateness/absenteeism/ Persistent Absenteeism is decreased in PP children

Impact:

Year Group	Attendance	
	% Attended	% Persistent Absence
Y6 PP	94.7	13.3
Y6 NPP	92.58	13.3
Y5 PP	92.4	23.5
Y5NPP	97.35	0
Y4 PP	95.85	7.7
Y4NPP	95.53	12.5
Y3 PP	98.32	0
Y3NPP	96.42	9.3
Y2PP	95.68	0
Y2NPP	96.98	6.3
Y1PP	96.85	7.7
Y1NPP	97	5.7
YRPP	96.87	0
YRNPP	93.28	14.8
TOTALPP	95.33	9.9
TOTALNPP	95.49	9.1

Lessons Learnt:

Apart from Y5 there is little difference in attendance figures between PP and Non PP children. PA for Y5 PP children is also high. Attendance of this year group in particular will be monitored closely next year especially as they are entering their final year of school. The attendance of PP children in 4 year groups was higher than Non PP though not significantly. Attendance of all children will continue to be monitored closely next year and school procedures followed.

Other Approaches

PP children across KS2 have the opportunity to develop leadership skills and characteristics which are transferred to the classroom environment (TSD Training)

Impact:

Children have developed and improved skills such as teamwork, collaboration, resilience & co-operation.

Lessons Learnt:

It has been decided to employ Sports Coaches rather than TSD Training next year.

PP children are engaged in all aspects of school life accessing the same opportunities as non PP children

Impact:

Govt food vouchers have been distributed by school to PP families (and other needy/vulnerable families)

No visits/residentials due to Covid restrictions.

T-shirts have been provided for PE next year according to our new House system.

Lessons Learnt:

Trips, workshops and a Y6 residential have been planned for next year (Covid guidance permitting)

PP/SEN children have the opportunity to engage in outdoor learning as an alternative provision more suited to their individual needs

Impact:

All PP children in Reception and Y1 have accessed Forest School.

Lessons Learnt:

It has been decided to employ Sports Coaches rather than Forest Schools next year.

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
Little Wandle	Collins

Further information (optional)

Senior Leaders discuss priorities within school and link the allocation of funding to the SDP, needs of the children and the context of the school and our families lived experiences.

Our plan is reviewed at key points throughout the year to ensure that approaches are having an impact or to adapt them if necessary.

Senior leaders together with core subject leads complete rigorous monitoring throughout the school in which Pupil Premium children form one of our foci as a vulnerable group. All staff know who the Pupil Premium children in their class are and strive to address barriers to learning in order for children to make accelerated progress.

Pupil Premium children are also a focus in pupil progress meetings where individuals are discussed with class teachers, progress is carefully monitored and strategies/interventions implemented to further support children.