

Pupil Premium Grant : Spending plan 2021-22 (+ July Review)

School	Ladybridge Primary School				
Academic Year	2021-22	Total PP budget	£90,115	Date of most recent PP Review	Jul'22
Total number of pupils	390	Number of pupils eligible for PP	67	Date for next internal review of this strategy	See next plan

Key: ARE/EXS+ = Age related expectations/Expected standard; GDS/HS = Greater Depth/Higher Standard

	End of EYFS: Jul'22 Attainment		End of KS1: Jul'22 Attainment		End of KS2: Jul'22			
	Pupils eligible for PP	Others	Pupils eligible for PP	Others	Attainment: ARE (GDS/HS)		Progress: Key: Below Average ■ Average ■ Above Average ■	
	Pupils eligible for PP	Others	Pupils eligible for PP	Others	Pupils eligible for PP	Others	Pupils eligible for PP	Others
No. of pupils	4	26	7	47	10	50	Not available	Not available
Reading	25%	62%	87% (43%)	68% (30%)	80% (30%)	76% (28%)	Not available	Not available
Writing	25%	73%	87% (29%)	62% (13%)	80% (0%)	66% (0%)	Not available	Not available
Maths	25%	73%	100% (43%)	79% (19%)	50% (30%)	78% (28%)	Not available	Not available
RWM	25%	62%	87% (0%)	62% (9%)	50% (0%)	60% (0%)		
Other	GLD: 25%	GLD: 62%	Phonics:100% (end of Y2)	Phonics:94% (end of Y2)	GPS: 70% (20%)	GPS: 78% (46%)		

Barriers to future attainment (for pupils eligible for PP)	
Academic barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Inconsistent/poorer 'Behaviours/Skills for learning' (eg. concentration, attention, self-belief, confidence to participate, mind-set/risk-taking, independence) more evident in the low (18) and middle (21) attaining pupils who are disadvantaged/in receipt of pupil premium. As a result these pupils are less likely to achieve ARE (or above). Therefore % of disadvantaged pupils who are currently achieve ARE+ in KS2 is lower than other pupils (in R,W &M)
B.	Poorer inference/deduction skills (less practise/experience), when reading, result in poorer scores in reading tests/assessments.
C.	Poorer vocabulary knowledge and skills (ability to understand, explain and use wide range of words) has a detrimental impact upon all areas of RWM
D.	Rec-Y1 Poorer oral language skills, combined with poorer retention and understanding of phonics = KS1 less
E.	Missed/inconsistent/forgotten learning because of partial school/bubble closures (coronavirus pandemic) Mar'20 – Sept'21 = gaps in learning
Additional barriers <i>(including issues which also require action outside school, such as low attendance rates)</i>	
F.	Attendance (for 20-21=94.6%) lower than other pupils
G.	Lack of parental support/access to quality learning environment/habits at home (eg, homework, experiences, reading, ICT learning)

Desired outcomes <i>(specific outcomes and how they will be measured)</i>	Success criteria
A. Improved 'behaviours/skills for learning' (that are applied consistently)	100% of 'disadvantaged' low and middle prior attaining pupils make at least sufficient progress and are on track
B. Improved inferential skills (through daily opportunities to use and develop, including at home)	% of 'disadvantaged' pupils achieving ARE+ in Reading, by the end of Jul'22 is in line with national comparators
C. Improved use, understanding and knowledge of age-appropriate vocabulary across the curriculum	% of 'disadvantaged' pupils achieving ARE+, through KS2, across all subjects has increased from prior attainment %s
D. Improved oral language skills (through regular opportunities to practise and apply)	Access to high-quality daily phonics teaching and appropriate S&L intervention/support for pupils and families. End of KS1 phonics: maintain 'no' difference between 'disadvantaged' and 'others'
Quality first teaching for all	% of 'disadvantaged' pupils achieving ARE+, through KS2, across all subjects has increased from prior attainment %s
Maintain high number of Teaching Assistants and ensure high quality support and intervention	Difference between 'disadvantaged' and 'others' is diminished
Provide high quality resources to support and transform teaching and learning for all	Pupils complete 'out of school' learning tasks. Pupils demonstrate high levels of engagement
E. Gaps addressed; solid basis established for subsequent learning	90% of pupils are back on track and differences are diminishing
F. Improved and sustained high attendance	Attendance is in line with national/others
G. Improved parental engagement/home support with learning	Pupils' learning is supported at home

1. Planned expenditure		Academic year: 2021-22			PPG leader: Colin Watson	
The three headings enable us to demonstrate how we are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies						
I QUALITY OF TEACHING FOR ALL						
Desired outcome	Chosen action/ approach (and rationale)	Cost	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved 'behaviours/skills for learning' (that are applied consistently), including better meta-cognition and self-help strategies	Ensure staff are aware of which pupils are in receipt of pupil premium. Staff to provide (as appropriate) additional and personalised support, guidance, motivation, rewards and communication (including with home) to ensure pupils have equality of access to learning. HT to continue to track all aspects of school life for 4 'case study' pupils (achievements, attendance, behaviour, personal development, home learning, etc) This will include regular meetings, book scrutiny, target setting and additional guidance, support and reward.	£300	<i>Pupil expectations are the most significant factor in pupils achievement (particularly, communicating high academic standards)</i> <i>'Study skills' have a significantly positive impact upon pupil achievement</i> <i>A weekly text message to parents has a positive impact. If this text includes next steps/ways to improve then this has the most impact.</i> <i>Life at home (including access to books, etc) is one of the most significant factors in how well children achieve</i> <i>More successful schools have strong social and emotional support strategies to help pupils in need of additional support, including working with their families.</i>	Regular monitoring: lessons, pupil discussions and book scrutiny. Report to HT about impact – termly data check. Case study information. Termly meeting between HT and nominated governor to 'check and challenge' impact.	HT HT	Termly
Improved inferential skills (through daily opportunities to use and develop)	Subject leaders providing clarity of direction/approach, quality support, advice and guidance and clear policy and procedures Continue with whole class guided reading approach Continue to provide pupils with a range of online reading opportunities out of school (build upon the success of remote learning). Continue with 'Starbooks' across the whole school (reading reward scheme). Staff target identified families with additional 'inferential' support for reading at home (eg readTheory)	£0 £1400 (£100 x14)	<i>The most successful schools ensure that pupils catch up with the basics of literacy and numeracy.</i> <i>More successful schools have strong social and emotional support strategies to help pupils in need of Additional support,</i>	Regular monitoring: guided reading teaching and books. Termly test data analysed. Monitoring of reading diaries. Monitoring starbooks display in classrooms.	SLT Eng lead Teachers Eng Lead	Termly

Desired outcome	Chosen action/ approach (and rationale)	Cost	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved use, understanding and knowledge of age-appropriate vocabulary across the curriculum	Establish classroom reading areas in all classes to ensure access to a greater range and quantity of 'topic/vocab - specific fiction and non-fiction books, in addition to class/library reading books. Word windows in each classroom Vocabulary lists included as part of 'subject organisers'	£2000 £400	<i>There is clear and consistent evidence about the importance of vocabulary development. In addition, a range of studies highlight the extent to which there can be a vocabulary gap between children from disadvantaged families and their peers. Schooling is central to increasing pupils' vocabulary, as up to 90% of vocabulary is encountered in reading and not in everyday speech...fiction often does not give access to the more academic vocabulary.</i> Visual prompts support learning and memory <i>Frequent testing/checking aids memory retention and recall</i> <i>Practise makes permanent</i>	Pupil discussions/responses – accurate recall of meaning/ appropriate use of vocab. When do pupils access the reading areas/books? Test results. Evidence of vocabulary use in books.	SLT Eng lead	Termly
Improved oral language skills (through regular opportunities to practise and apply)	Ensure all 'new' staff have received appropriate phonics CPD Daily phonics teaching with TA support (Rec- Y2) Additional phonics teaching (pre and keep up) for Y2 pupils Phonics tracker in place.	£500 £21000 £2000	<i>Phonics instruction would appear to be particularly beneficial to pupils from disadvantaged backgrounds. There is evidence that the systematic synthetic approach is particularly effective.</i> <i>The most successful schools ensure that pupils catch up with the basics of literacy and numeracy.</i> <i>Practise makes permanent</i>	Timetabled. Regular monitoring: lessons and pupil discussions/hearing readers.	Phonics Lead	Termly
Quality first teaching for all (by providing staff with targeted CPD, including more regular and specific feedback)	HT and subject leaders source targeted CPD for individual staff Implement Rosenshine's Principles of Instruction and develop a more self-reflective culture as part of the observation, feedback and improvement cycle	£4000	<i>More successful schools emphasise the importance of 'quality teaching first'.</i> <i>Good teachers are especially important for pupils from disadvantaged backgrounds.</i> Findings from previous monitoring; Recent external Reviews/reports	Monitoring records/calendar. Post- CPD feedback and implementation Timetabled staff meetings. Changes to practise and impact on teaching and learning. Work scrutiny/drop ins/re-checks Subject leader time. Appraisal system.	HT- SLT Mid lead	Termly

Desired outcome	Chosen action/ approach (and rationale)	Cost	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Maintain high numbers of Teaching Assistants, and ensure high quality support and intervention (incl. pre-teaching)	Ensure all classroom-based staff are aware of pupils in receipt of pupil premium. Every class to have full time (AM) support – some of this support will be used to support pupils in receipt of pupil premium (eg. Talk 4 maths in Y3-4, Class@number in Y1-2)	£25000	<i>Where pupils are removed from their class and given intensive tuition, the most effective impact is through short, regular sessions, over a set period of time (5-10 weeks) and in a small group: ideally one-to-three.</i> <i>'The best leaders ensure that the work of additional adults is closely monitored and thoroughly evaluated'</i>	Regular meetings with teachers Work scrutiny. PPM monitored termly.	SLT	Termly
Provide high quality resources to support and transform teaching and learning for all	Modelling how to access/use online resources (spelling shed, phonics play, espresso, my maths, TT rockstars, doodle maths, purple mash). Provide access to engaging online resources. Provide access to computers for those pupils with restricted digital/online access at home (lunchtime computing suite; i-pads in lessons and for any future remote learning)	£1500	Limited/no online access reduces the opportunities for pupils to practise, consolidate and extend their learning Digital learning motivates and engages pupils Digital learning enables pupils to work at their own pace – targeting areas of need.	Termly Assessments (x tables, spellings). Regular .monitoring: lesson observations (use of i-pads); pupil discussions and evaluations.	Eng lead Mat and Comp lead SLT	Termly
Identify and address regression and sensibly fill gaps in learning across the curriculum	Review progress and identify any significant gaps across all subjects. Identify how and where missed, forgotten or inconsistent learning can be 'weaved' into learning for 2021-22. Implement daily opportunities to recap and solidify previous/ missed learning.	£0	Partial school closure and significant bubble closures as a result of the coronavirus pandemic (Mar'20-Jul'21) has resulted in missed, forgotten and inconsistent learning (despite comprehensive home learning support provided by teachers during the closure and catch-up work during the summer term 2021.	Monitoring calendar – leaders across the curriculum. Range of monitoring activities (book scrutiny, planning scrutiny, observations, pupil talk, etc). Termly summative assessment data.	SLT Subject lead	At least termly
Total budgeted cost						£58100

II TARGETED SUPPORT						
Desired outcome	Chosen action/ approach (and rationale)	Cost	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Provide high quality resources to support access to all areas of learning	Additional TA for maths and English across Y2 and Y6 (AM) to provide class support, 1:1, keep-up for those disadvantaged pupils (where the biggest difference has been identified), ensuring they can access learning (and also provide additional reading support)	£6000	<i>If pupils cannot read, they will not be able to access the curriculum, and will be disadvantaged for life. Fluent readers can read quickly, accurately and with appropriate stress and intonation, which aids comprehension by freeing pupils' cognitive resources to focus on meaning.</i>	Test and teacher assessment data – RWM grids	SLT	Termly
Implement specific and targeted intervention programmes	Utilise TA support (PM) to deliver targeted, specific interventions (as well as pre-teaching, keep up, LBQ)	£23000	Specific interventions focussed on particular groups of children	Measure impact from starting point.	Interv. Lead	Termly
'Children looked after' are provided with appropriate support, enabling equality of access.	Access to TA support (and specific resources as agreed in PEPs)	£3000	Poorer level of independent learning without adult/ peer support Poorer behaviours for learning' when 'unsupervised'	Staff and pupil discussions. LAC Governor check and challenge termly visit.	HT	Termly
Provide additional opportunity to develop a love of reading	Lunchtime Book Club (Y1-2): Autumn 2, Spring 1 and Spring 2	£500	<i>If pupils cannot read, they will not be able to access the curriculum, and will be disadvantaged for life.</i>	Pupil, staff and parents views/response	Eng lead	End of Aut term
Total budgeted cost						£32500

III OTHER						
Desired outcome	Chosen action/ approach (and rationale)		What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Provide relevant, first hand, practical and real experiences (that will improve cultural capital, K & U and skills as well as engagement and motivation of pupils).	Promote and facilitate the use of first-hand experiences, visits and visitors across the curriculums (additional funds for class budgets, subsidised trips/events): 14 classes x £100 Y6 Lledr residential support Y5 camping 5 x rock steady places	£1400 £900 £100 £500	Some children do not experience the same things as others (and this is particularly pertinent because of the missed learning opportunities in the summer term because of the partial school closure) – we want everyone to have the same opportunity, in order that they can build their cultural capital and contribute to, and access society. Eg beach, museums, galleries, etc	Monitor levels of pupil interest and engagement and impact. upon quality of written and oral responses.	HT	Termly – HT report
Provide pupils with emotional support and strategies, in order that they are able to focus on learning.	Counsellor 5hrs a week	£5000	<i>More successful schools have strong social and emotional support strategies to help pupils in need of Additional support, including working with their families</i>	Monitor behaviours for learning.	PD lead	Termly
Improve attendance (including less persistent absence).	Attendance rewards DHT 1:1 time and communication with targeted pupils and families to identify barriers, targets and actions (including resources, rewards and monitoring)	£600 £0	<i>More successful schools set up rapid response systems to address poor attendance</i>	Weekly and termly attendance checks.	DHT	Termly
Improved parental engagement and home support for learning.	Provide new Reception parents with access and information about using ‘seesaw’ (electronic evidence system) at home. Continue to use Class Dojo across the whole school – regular two-way communication and information between home and school.	£0 £0	‘The most effective leaders track the progress of pupils meticulously and make sensible amendments to the support they provide’	Subject Leaders monitoring. PPMs.	EYFS lead PPG lead	Termly
Total budgeted cost						£8500

Date	Governors’ Check and Challenge
Aut:24.09.21	Termly meetings planned: Nominated Governor to meet with PPG leader to discuss current progress and attainment for pupils in receipt of pupil premium. Also discuss the PPG spending plan for 2021-22 and how actions address weaknesses/help diminish the differences.

2. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.

Research Sources:

Education inspection framework: Overview of research (Jan'19)

M.Bromley Sept'19 'Three Tenets of effective Pupil Premium practice (Headteacher update)

'The EEF Guide to the Pupil Premium' (Jun'19)

Nfer research (Nov 2015) 'What are the most effective ways to support disadvantaged pupils' achievement'

Dfe 'Supporting the attainment of disadvantaged pupils (Nov'15): nfer research

Ofsted 'The pupil premium: an update' (Jul'14)

Prof. Steve Higgins

Dimitra Kokotsaki

Prof. Robert Coe

Prof. John Hattie

Ron Berger

Phil Badham

Rob Carpenter

NCETM

Jay Altman

Swindon Academy

Bjork learning and forgetting lab

Third Space learning (Clare Sealey, Joe Kirby)

Rowan Pearson

Inspire Partnership

DfE : Marking and Policy Review Group; NC

EEF (Education Endowment Foundation) T&L Toolkit and EYFS Toolkit

Jodie Lopez

Nejm

Jonathan Firth

Additional Sources:

To Sir, with Love – E.B. Braithwaite

Talent is Overrated – G.Colvin

The Talent Code – D.Coyle

Mindset – C.S.Dweck

Outliers – M. Gladwell

The Lombardi Rules – V.Lombardi

Bounce – M.Syed

Global Challenge – H.Walters et al

Genetic articles - New statesman; Online articles

1. Review of expenditure		Academic year: 2021-22		PPG leader: Colin Watson	
The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies					
I QUALITY OF TEACHING FOR ALL					
Desired outcome	Chosen action/ approach	Impact and evaluation Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost	
Improved 'behaviours/skills for learning' (that are applied consistently), including better meta-cognition and self-help strategies	Ensure staff are aware of which pupils are in receipt of pupil premium. Staff to provide (as appropriate) additional and personalised support, guidance, motivation, rewards and communication (including with home) to ensure pupils have equality of access to learning. HT to continue to track all aspects of school life for 4 'case study' pupils (achievements, attendance, behaviour, personal development, home learning, etc) This will include regular meetings, book scrutiny, target setting and additional guidance, support and reward.	Jul review: As part of Pupil Progress Meetings, staff are fully aware of the needs of pupils in receipt of pupil premium. 4 case study pupil identified and tracked. Clear evidence that these pupil's behaviours for learning and personal development are well supported, in order that these can impact upon their academic achievements. Annual analysis of 'Always bands' and our 'Wall of Excellence' demonstrates that pupils in receipt of pupil premium are proportionately under-represented.	Differences between pupils in receipt of pupil premium and others have significantly reduced. The biggest difference that still exists is in the current Y5 cohort (this is related to low prior attainment and related behaviours for learning). This cohort will be a focus for next year. Explore the specific barriers to PPG pupils achieving 'Always Bands' and/or 'Wall of Excellence'	£300	
Improved inferential skills (through daily opportunities to use and develop)	Subject leaders providing clarity of direction/approach, quality support, advice and guidance and clear policy and procedures Continue with whole class guided reading approach Continue to provide pupils with a range of online reading opportunities out of school (build upon the success of remote learning). Continue with 'Starbooks' across the whole school (reading reward scheme). Staff target identified families with additional 'inferential' support for reading at home (eg readTheory)	Jul review: Reading Assessment: Reading progress across school is sufficient, with 17% of KS2 pupils (in receipt of pupil premium) making accelerated progress in Reading since KS1. Pupils (eligible for PP) from all year groups are progressing as expected (or better) in reading. The % of these pupils that are attaining expected (or better) is in line with other pupils.	Continue with guided reading approach. Continue with 'starbooks' reward scheme, with targeted communication and support with families of PP pupils. Explore a 'starbooks' club that provides an opportunity to hear readers that don't get heard at home. Provide additional Reading support for low PAG Y6 pupils next year.	£0 £1400 (£100 x14)	

	espresso, my maths, TT rockstars, doodle maths, purple mash). Provide access to engaging online resources. Provide access to computers for those pupils with restricted digital/online access at home (lunchtime computing suite; i-pads in lessons and for any future remote learning).	understanding and skills. I-pads are an integral and transformative part of teaching and learning, with staff and pupils demonstrating strong knowledge and skill Digital leaders provided some additional support to pupils at lunchtime.	next steps, based upon diagnostic testing.	
Identify and address regression and sensibly fill gaps in learning across the curriculum	Review progress and identify any significant gaps across all subjects. Identify how and where missed, forgotten or inconsistent learning can be 'weaved' into learning for 2021-22. Implement daily opportunities to recap and solidify previous/ missed learning.	Jul review: Staff continue to identify gaps and ensured that these are addressed before new content is taught. Retrieval and review practices support pupils in remembering and recalling learning (daily, weekly, half-termly).	Continue, as appropriate.	£0

II TARGETED SUPPORT				
Desired outcome	Chosen action/ approach	Impact and evaluation Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Provide high quality resources to support access to all areas of learning	Additional TA for maths and English across Y2 and Y6 (AM) to provide class support, 1:1, keep-up for those disadvantaged pupils (where the biggest difference has been identified), ensuring they can access learning (and also provide additional reading support)	Jul review: As part of regular pupil progress review meetings, staff are fully aware of the needs of pupils who have additional barriers to learning, and have identified opportunities for additional support. Data review at the end of the Summer term has shown that of next year's classes, one Y6 class and the Y1 class need prioritising for additional support.	Continue with additional support in line with data review.	£6000
Implement specific and targeted intervention programmes	Utilise TA support (PM) to deliver targeted, specific interventions (as well as pre-teaching, keep up, LBQ)	Jul review: Afternoon interventions timetabled and enable catch –up and pre-teach, providing pupils with increased knowledge, confidence and self-esteem for subsequent learning.	Continue, but reduced in the afternoon, so that pupils can still access broad and balanced afternoon curriculum	£23000
'Children looked after' are provided with appropriate support, enabling equality of access.	Access to TA support (and specific resources as agreed in PEPs)	Jul review: 3 x LAC pupils – 2 pupils are attaining in line with ARE in R and M whilst the other pupil is attaining in line for W and M. Termly 'check and challenge' by nominated governor provides further evaluation.	Continue	£3000
Provide additional opportunity to develop a love of reading	Lunchtime Book Club (Y1-2): Autumn 2 and Spring 1	Jul review: Bubble restrictions during the Autumn and Spring terms resulted in the book club only being open	Continue (branching out to more year groups).	£500

		to Y1 pupils. Pupils who attended enjoyed attending and showed a positive attitude to reading and books.		
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III Other				
Desired outcome	Chosen action/ approach	Impact and evaluation Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Provide relevant, first hand, practical and real experiences (that will improve cultural capital, K & U and skills as well as engagement and motivation of pupils).	Promote and facilitate the use of first-hand experiences, visits and visitors across the curriculums (additional funds for class budgets, subsidised trips/events): 14 classes x £100 Y6 Lledr residential support Y5 camping 5 x rock steady places	Jul review: First-hand experiences continue to be an integral part of teaching and learning throughout school. The impact of coronavirus restrictions is now lessened significantly. Y6 Lledr residential trip hugely successful. The Y5 camping trip didn't go ahead. Pupils attending Rock Steady thoroughly enjoy this weekly experience and learning an instrument.	Continue to support a range of experiences.	£1400 £900 £100 £500
Provide pupils with emotional support and strategies, in order that they are able to focus on learning.	Counsellor 5hrs a week	Jul review: Continues to provide essential support for identified pupils, with more pupils now accessing this service.	Continue.	£5000
Improve attendance (including less persistent absence).	Attendance rewards DHT 1:1 time and communication with targeted pupils and families to identify barriers, targets and actions (including resources, rewards and monitoring)	Jul review: Overall attendance: 2022-23 = 93.8%. Attendance of pupils eligible for PP was 93.2% and for non-PP pupils it was 93.9%.	Continue to embed new attendance procedures (including rewards)	£600 £0
Improved parental engagement and home support for learning.	Provide new Reception parents with access and information about using 'seesaw' (electronic evidence system) at home. Continue to use Class Dojo across the whole school – regular two-way communication and information between home and school.	Jul review: 'Seesaw' and Class Dojo used well by Reception parents.	Continue.	£0 £0