



Pupil Premium Strategy Statement 2021/2022

1. Summary Information

School	Tregoze Primary School				
Academic Year	2021/22	Total PP budget	£40, 157	Date of most recent PP Review	Dec 2021
Total number of pupils	210	Number of pupils eligible for PP	35	Date for next internal review of this strategy	

Data Context - Academic Year 2020/2021

- Due to Covid 19, there has been no official published/ National data
- To support all pupils, including PP children, focus has been on KPIs for each year group (and how those KPIs have been established).
- KPIs have been monitored robustly internally.
- Through monitoring, both PP leads and class teachers know the needs of their PP pupils and have planned accordingly throughout the academic year 2020/21. Current assessments have then been used to inform this strategy document for the academic year 2021/22 ensuring the most seamless learning possible.
- This can be ratified via internal assessment systems.



2. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (issues to be addressed in school, such as poor oral language skills)	
A.	Further gaps in learning due to school closures and lack of access to curriculum content.
B.	High number of SEND children are PP (29% of pupil premium children)
C.	Lack of real experiences in terms of trips, visitors combined with lack of experiences given by parents due to COVID restrictions
D.	Time (teachers/ teaching assistants) to support individuals with homework, reading and any intervention needed.
E.	Some children need support with behaviours and attitudes conducive to learning e.g. confidence, resilience and self-esteem.
F.	Emotional stability, well-being and availability to learn.
G.	Safeguarding
External barriers (issues which also require action outside school, such as low attendance rates)	
A.	Lack of parental engagement/funding to support children.
B.	Some attendance issues amongst pupil premium children.
C.	Low aspirations
D.	Safeguarding
E.	Stigma attached to applying for school meals by some families who may well be eligible
F.	Parenting supporting needed from Family Support Worker



G.	Experiences
H.	Parents who are keen to support but have poor English or Maths themselves which makes it difficult

3. Desired outcomes		
	Desired outcomes and how they will be measured	Success Criteria
A.	All staff will be aware of PP children and will plan to ensure progress is made through quality first teaching and robust interventions.	<ul style="list-style-type: none"> • All children to make good progress in reading writing and maths. • Clear progress from Baseline to KS1/KS2. • Staff to be aware of PP children and provide timely interventions to ensure rapid progress in reading, writing and maths. • All staff to be aware of key groups to support planning and support. • Resources available to support teaching will be of a high quality and will help scaffold the learning. • PP attainment at the end of EYFS, KS1 and KS2 to be in line with national average. • Targeted interventions will show progress against starting points
B.	All children will be emotionally available to learn and feel that their mental well-being is supported by all adults in school.	<ul style="list-style-type: none"> • Children will have access to support in the form of an ELSA, Thrive trained staff and highly effective relationships with adults and children in the school. • Progress against the Leuven scale
C.	To improve the progress made by pupil premium children with SEN from their starting points	<ul style="list-style-type: none"> • Books will show good progress • Intervention books will show clear evidence against individual targets



		<ul style="list-style-type: none"> Lesson observations will show children are supported and making progress within the lesson
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4. Planned Expenditure					
Academic Year		2021-2022			
Quality of Teaching for All					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To improve the learning experiences for all children in order to increase their enthusiasm for learning.	Music tuition	Every child at Tregoze will have access to music tuition of some sort over the course of the year. Ranging from singing to African Drumming. Roadshows for KS1 and 2 have also been booked providing experience of	Monitoring by music coordinator Pupil voice Staff feedback	FC	End of year



		different musical genres for all. Participation in music festivals for Christmas, Infant and Junior whole Swindon events allows an opportunity for children to perform in front of a wider audience. The impact will be on their self-esteem and confidence as well as broadening their cultural understanding.			
To improve the learning experiences for all children in order to increase their enthusiasm for learning.	After school clubs	Increase the participation in after school clubs for children. A greater range of clubs to be offered and pupil premium children to be given priority.	Pupil voice Pupil Progress Meeting	SP/HT	End of year



					Total budgeted cost	5607.00
Targeted Support						
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	
To improve the progress made by disadvantaged pupils without significant SEN from their individual starting points.	Educational Psychologist	The Educational Psychologist will observe, assess and advise teaching staff and parents on progress and development.	SENCO will work alongside teachers to identify children that need EP support. SENCO will then work closely alongside teachers to ensure that key actions are put in place and will monitor progress. This will be through provision maps, intervention books, book monitoring and lesson observations.	TB	Termly	
SEND and PP children supported through the employment of	Targeted interventions put in place by class teachers, monitoring of	SENCO has supported teachers in the application for ECHP's. She offers	Identified children will be discussed within Pupil	TB	Termly	



<p>SENCO who will work alongside teachers to support children with additional needs.</p>	<p>SEN children through progression mapping and standardised testing. SEN PP pupils are supported to make greater levels of progress and efforts made to remove the barriers to learning and attendance.</p>	<p>invaluable expertise in supporting teachers with strategies and resources to support children and coordinating external support.</p>	<p>Progress Meetings in conjunction with the class teacher, SENCO and principal. The advice from which, will be actioned. Reviews will take place during the regular meetings held for these children and their families.</p>		
<p>Employing a specialist Family support advisor to work with our vulnerable families to develop parenting skills and ensure families gain access to the housing, benefits and health care they are entitled to.</p>	<p>Targeted intervention for individual children and small groups to support PP children with additional emotional needs both long term and short term. Link with Family Support Worker to embed work in the family home.</p>	<p>Our family support worker is highly skilled and has supported a great number of families since starting and is highly valued by those she works with. Case studies show great impact on the families supported by the Family support worker in their individual circumstances. Evidence also shows a positive impact on the academic</p>	<p>Children will be targeted according to need on a term by term basis or as identified within a term. Children will be identified by their class teacher, in progress meetings, through conversations or concerns from parents or from the behaviours or conversations with staff. Meetings will be held between the Family Support Worker and Principal to discuss the impact of the sessions on the children.</p>	KMD	Termly



		achievement of pupils involved. (Feedback 2020/21)			
To continue to support pupil premium children with their personal, social and emotional needs.	ELSA support	Moran (2010), Geddes (2005) and Bomber (2007; 2010) all highlight the key role adults can play in supporting young people to develop self-awareness, express their emotions and find their own solutions. ELSA work this year has allowed a large number of children to access learning and succeed in understanding their own feelings. ELSA is highly valued by parents and children. ELSA has also supported staff with the introduction of ELSA skills	Children will be targeted according to need on a term by term basis or as identified within a term. Children will be identified by their class teacher, in progress meetings, through conversations or concerns from parents/staff	DK and LD	Termly



		and embedded them within classrooms.			
To improve the progress made by disadvantaged pupils without significant SEN from their individual starting points.	Booster teacher	A booster teacher will be employed 1 day a week to support those children who are not reaching age related expectations in years 5 and 6, prioritizing pupil premium children.	Children will be targeted by the class teacher. Booster teacher will monitor and assess children regularly to show progress. Pupil progress meetings, lesson observations and book monitoring will show clear progress.	HT TB	Termly
To improve the progress and attainment for all disadvantaged pupils.	Teaching assistant support	Additional hours teaching assistant support to target pupil premium children with additional needs.	Pupil voice Staff feedback Data Books	HT	End of year



<p>To improve the learning experiences for all children in order to increase their enthusiasm for learning.</p>	<p>Residential trip 8 children</p>	<p>Residential trips will be subsidized for Year 4 and 6 to ensure that they are able to attend the residential trips on offer and build their independence skills, confidence. Other school trips will be subsidized to ensure that all have the opportunity to attend. £1000</p>	<p>All children will have the opportunity to attend the residential trip if they would like to attend. PP Children that are not able to attend due to finances will be subsidized to ensure they receive the same learning experiences as their peers.</p>	<p>HT</p>	<p>End of the Year</p>
<p>Additional reading support</p>	<p>Teaching Assistant Support</p>	<p>Trained TA to work with children across KS2 to support them to read. They will be identified by the teacher. Our TA is highly experienced in teaching reading and will support with decoding,</p>	<p>TA to meet regularly with class teachers and SLT to discuss individual children. Timetable will be set up to show which children are working with support. Effective monitoring through provision maps, intervention books, book monitoring and</p>	<p>HT</p>	<p>Termly</p>



		fluency and comprehension.	lesson observations will show progress.		
To improve the progress made by pupil premium children with SEN from their individual starting points.	To buy into the SEMH support team.	To enable us to have the ability to refer to the SEMH teams expertise in supporting some of our vulnerable pp SEN children. To enable these children to access the quality first teaching that is on offer to them.	SENCO will work closely with SEMH team to ensure targets are followed through and children make progress. There will be regular meetings with class teacher and SLT	TB	On going
To provide children (targeting our PP) with	PP children to be targeted to take part in our Avebury programme that	Children will be able to develop their communication, teamwork,	Pupil voice	SP	End of Year



character building opportunities and activities to help build confidence through our links with Avebury	works on character building through gardening	leadership skills through carefully chosen activities. Develop self-esteem and confidence that can support all aspects of school life.			
Total budgeted cost					£33550
Other Approaches					
Desired Outcome	Chosen action	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
For all children to enjoy reading and have the opportunity to read for pleasure whilst at school.	Promoting enjoyment for reading through engaging, inspiring and exciting reading areas that support reading for	We see reading as the gateway to learning. We would like all children to leave primary	Careful monitoring, pupil progress meetings	SS	Termly



	pleasure. We will be purchasing some new engaging quality texts and putting in CPD to support this.	school being able to read fluently. High focus across the curriculum of reading.			
Total budgeted cost				£1000	

5. Review of expenditure	
Previous Academic Year	2020-21
Quality of Teaching for All	



Desired outcome	Chosen action/approach	Cost	Estimated impact	Lessons Learnt/Actual Impact
<p>To improve the learning experiences for all children in order to increase their enthusiasm for learning.</p>	<p>Music tuition from the Swindon Music service</p>	<p>£2863</p>	<p>A greater range of clubs to be offered and pupil premium children to be given priority.</p>	<p>Due to covid 19, part of the year we were in lockdown. We did teach music online but were unable to continue with our teaching of instruments. We also were not able to teach singing as a whole school due to infection. Ukulele, drumming and recorders offered the children with a really positive experience that</p>



				improved their self-esteem
To improve the learning experiences for all children in order to increase their enthusiasm for learning	After school clubs	£3000	Children's enthusiasm will improve and this will positively impact learning.	Some after school clubs were unable to happen due to Covid 19 However, the clubs that did go ahead were positive. Teachers identified that the children were more positive, and had increased enthusiasm in lessons.
To improve the learning experiences for all children in order to increase their enthusiasm for learning.	Music equipment and resources	£1000	By enabling all children to have a ukele, this will have a	



			positive impact on self-esteem and confidence and broadened their cultural understanding.	
Targeted Support				
Desired outcome	Chosen action/approach	Cost	Estimated impact	Lessons Learnt/Actual Impact
To continue to support pupil premium children with their personal, social and emotional needs.	ELSA	£2000	Two teaching assistants have been trained as ELSAs.	Teachers noticed a huge impact on the children that they referred to ELSA as they were ready to learn in class.



				We have made sure that during lockdown these children received phone calls from their class teacher as well as the ELSA TA to ensure they felt fully supported at home.
<p>To improve the learning experiences for all children in order to increase their enthusiasm for learning.</p> <p>This money (alongside money from afterschool clubs that was not used) was put towards extra catch up support. PP children were targeted and the focus was on reading. Our catch up teacher worked with the children to improve their decoding, fluency and comprehension.</p>	Residential trip contribution	£2500	Build confidence in the classroom.	Unfortunately due to Covid 19 our residential trips did not go ahead this year.



<p>To improve the progress made by disadvantaged pupils without significant SEN from their individual starting points.</p>	<p>Educational Psychologist</p>	<p>£2830</p>	<p>Support for next steps in learning.</p>	<p>This gave teachers supports with how best to move individuals children's learning forward and ensured that these children made progress in their learning. The service also provided support for parents on how to best support their children at home.</p>
<p>To improve the progress and attainment for all disadvantaged pupils.</p>	<p>Teaching assistant support</p>	<p>£1000</p>	<p>Support those children who are not reaching age related</p>	<p>Confidence was boosted with all areas of learning. Evidence of progress could be</p>



			expectations in years KS2, prioritising pupil premium children.	seen in books, lesson observations and pupil voice.
To improve the progress made by disadvantaged pupils without significant SEN from their individual starting points.	Booster teacher	£11,000	Support those children who are not reaching age related expectations in years 5 and 6, prioritizing pupil premium children.	Confidence was boosted with writing and spelling and this impacted on the overall percentage of ARE.
To improve the progress made by pupil premium children with SEN from their individual starting points.	To buy into the SEMH support team.	£3500	Progress meetings TAC meetings Books	To enable us to have the ability to refer to the SEMH teams expertise in supporting some of



				our vulnerable pp SEN children. To enable these children to access the quality first teaching that is on offer to them.
To use a Recovery Curriculum to address gaps after school closure/	Staff training on Jigsaw resources to aid activities in a Recovery Curriculum.	£1000	No impact in attainment or emotional wellbeing from the first lockdown.	Unfortunately there was a third lockdown. We put a second recovery plan in place and ensured a smooth transition back to school. Teachers planned lessons carefully and this supported the children with their emotions and gaps in their learning.
To support parents who need it with parenting.	Family Support worker	£3,500	Children more settled in school due to home routines	Children's attendance in school improved. We will try and run



			<p>being supported and established. The children whose parents were supported were more ready to learn on entering school each day. Holly worked with 6 families</p>	<p>a parenting course again as Holly is tackling the same issues with individuals which could be done in the group. This could not be done last year due to Covid 19.</p> <p>During school closures due to the pandemic we provided parents with vouchers to ensure they had support with food bills to replace FSM.</p>
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To improve the communication and language acquisition of our learners in Early Years	SALT	£1000	To improve speech and language in early years	This made a real impact this year. The children's speech and language has greatly improved.
Other Approaches				
Desired outcome	Chosen action/approach	Cost	Estimated impact	Lessons Learnt/Actual Impact

