

# 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	Finlay Community School
Number of pupils in school	358
Proportion (%) of pupil premium eligible pupils	137 pupils - 38.27%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2022 2022-2023 2023-2024
Date this statement was published	October 2021
Date on which it will be reviewed	October 2022
Statement authorised by	Hannah Williams
Pupil premium lead	Michelle Bryce
Governor / Trustee lead	Daniel Gillingham

## Funding overview

Detail	Amount
Pupil premium funding allocation this <b>academic</b> year	£ 168,435
Recovery premium funding allocation this <b>academic</b> year	£ 18,125
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 186,560

# Part A: Pupil premium strategy plan

## Statement of intent

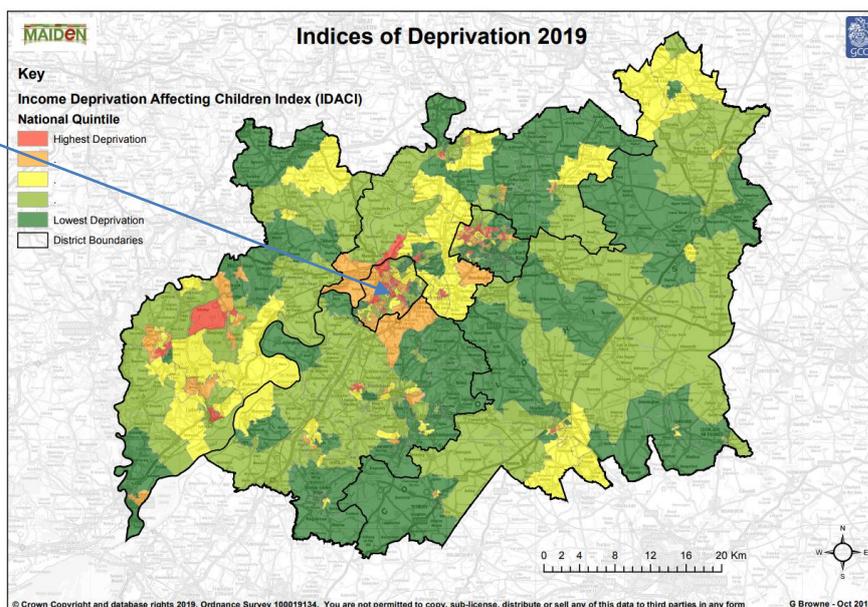
At Finlay Community School, we target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens who thrive in the future. We recognise that disadvantaged children can face a wide range of barriers which may detrimentally impact on their learning.

Our ultimate objectives are to:

- Remove challenges to learning
- Narrow the attainment gap between disadvantaged pupils and their non-disadvantaged counterparts both within school, locally and nationally
- Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- Develop confidence in pupils' ability to communicate effectively in a wide range of contexts – developing oracy.
- Enable pupils to look after their social and emotional wellbeing and to develop a growth mindset and resilience
- Access a wide range of opportunities to develop their knowledge and understanding of the world
- Enrich children's cultural capital by equipping them with the knowledge, skills and understanding to succeed in wider society, as well as to become life-long learners, who will thrive in the next stage of their education.

Our school context:

- Area of high deprivation – IDACI Score: 0.15; IDACI Decile: 5; Index of Multiple Deprivation Rank: 14918
- Whilst the deprivation indicator for the area is average, the pupil base sits in the most deprived quintile with 2/5 of pupils eligible for Free School Meals.
- The majority of pupils are White British, but there are 13 out of a possible 17 ethnic groups with 18.44% with English as an Additional Language.
- The proportion of pupils who have a Special Educational Need is much higher than the national average at 42.84%. The National Average for SEN is 12.6%



Achieving our objectives:

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work and one to one tuition
- Target funding to ensure that all pupils have access high quality learning
- Provide opportunities for all pupils to participate in enrichment activities
- Provide appropriate social and emotional support and intervention to enable pupils to access learning within and beyond the classroom
- Ensure there are high quality resources to support teaching and learning

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

Key principles:

We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of most recent data. Class teachers along with the SENDCO and Senior Leadership Team, will identify specific intervention and support for individual pupils, which will be reviewed at least termly. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults. Our Family Services manager works with the wider community to reduce barriers to learning.

## Challenges

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

Challenge number	Detail of challenge
1.1	<p>Outcomes over time suggest that there are attainment gaps between disadvantaged pupils and their non-disadvantaged peers in Reading. The main challenges are:</p> <ul style="list-style-type: none"><li>• Decoding, this is particularly evident for the pupils who failed to pass the Y1 PSC.</li><li>• Comprehension, in particular inferring and deducing information from a text as well as answering vocabulary related questions.</li><li>• Ensuring that our school exposes children to a language rich environment and broad vocabulary, modelled effectively by all adults in school. This in turn will develop children's understanding of the text they read as well as the vocabulary that they can use in writing.</li></ul> <p>We know this due to our ongoing monitoring and assessment cycle. The attainment gap has increased, due to the impact of COVID 19. The engagement of our disadvantaged children was significantly lower than the non-disadvantaged counterparts. We know this due to our robust remote learning monitoring schedule.</p>

<p><b>1.2</b></p>	<p>Outcomes over time suggest that there are attainment gaps between disadvantaged pupils and their non-disadvantaged peers in children’s phonological awareness. The cause of this is:</p> <ul style="list-style-type: none"> <li>• A lack of a systematic, synthetic phonics programme was not being taught consistently from EYFS onwards.</li> <li>• Staff CPD had been limited prior to our new systematic, synthetic phonics programme</li> <li>• Parental understanding of our approach to teaching phonics in school had been limited, in the past this made it difficult for them to use the same approaches at home.</li> <li>• Reading books in EYFS and Key Stage One, were not fully decodable.</li> </ul> <p>We know this due to our ongoing monitoring and assessment cycle. The schools phonic screening data showed us that the number of children passing the PSC was below national average. The attainment gap has increased, due to the impact of COVID 19. The engagement of our disadvantaged children was significantly lower than the non-disadvantaged counterparts. We know this due to our robust remote learning monitoring schedule.</p>
<p><b>1.3</b></p>	<p>Maths</p> <p>Outcomes over time suggest that there are attainment gaps between disadvantaged pupils and their non-disadvantaged peers in children’s mathematical understanding. The main challenges are:</p> <ul style="list-style-type: none"> <li>• Pupils conceptual understanding of mathematical concepts is not as secure as their procedural understanding.</li> <li>• Pupils ability to reason and problem solve is weaker than their fluency.</li> <li>• Children’s mathematical vocabulary has been limited which in turn has made it difficult for them to explain their understanding fully.</li> <li>• Early number sense in EYFS and Key Stage 1 has not been as strong since the COVID – 19 pandemic.</li> </ul> <p>We know this due to our ongoing monitoring and assessment cycle. The schools internal data analysis shows that children are confident in fluency, however find reasoning and problem solving more challenging. Our published data shows that the number of children working at the expected standard has declined since 2018/2019.</p>
<p>2</p>	<p>The schools special educational needs and disability data shows us that a significant number of pupils have Social, emotional and mental health as an identified main area of need. (including the impact of parental mental health) in addition to this some of our Children have experienced Adverse Childhood Experiences (ACES), we know this through our engagement with our community and collaboratively working with other agencies and professionals. This often has a detrimental effect on children’s resilience.</p>

3	<p>When children start at Finlay their Speech, language and communication skills (including oracy) are under developed. This is reflected in our baseline assessments. The main challenges are:</p> <ul style="list-style-type: none"> <li>• Ensuring that our EYFS curriculum offers opportunities to develop their oracy skills in a language rich environment, through purposeful play and high quality adult interaction and modelling.</li> <li>• The pandemic effected the Early Years provision which was available to children and their families. This meant that the majority of children were unable to interact with other children or adults before they started school.</li> <li>• Ensuring that our school exposes children to a language rich environment and broad vocabulary, modelled effectively by all adults in school. This in turn will develop children’s understanding of the text they read as well as the vocabulary that they can use in writing.</li> </ul>																														
4	<p>At Finlay Community School, the attendance of our disadvantaged children is below our school target of 95%. We know this because our attendance percentages have decreased year on year. In addition to this, our pupil premium pupils have a higher number of lates than our non-pupil premium pupils. Which in turn results missed learning.</p> <table border="1" data-bbox="312 869 1477 1200"> <thead> <tr> <th colspan="3">Attendance</th> </tr> <tr> <th></th> <th>Pupil Premium</th> <th>Non – Pupil Premium</th> </tr> </thead> <tbody> <tr> <td>19/20</td> <td>95.62%</td> <td>96.52%</td> </tr> <tr> <td>20/21</td> <td>93.96%</td> <td>96.37%</td> </tr> <tr> <td>Sept 21 – Dec 21</td> <td>92.03%</td> <td>94.46%</td> </tr> </tbody> </table> <table border="1" data-bbox="312 1256 1477 1541"> <thead> <tr> <th colspan="3">Punctuality</th> </tr> <tr> <th></th> <th>Pupil Premium</th> <th>Non – Pupil Premium</th> </tr> </thead> <tbody> <tr> <td>19/20</td> <td>4.23%</td> <td>1.23%</td> </tr> <tr> <td>20/21</td> <td>1.38%</td> <td>0.30 %</td> </tr> <tr> <td>Sept 21 – Dec 21</td> <td>2.14%</td> <td>0.76%</td> </tr> </tbody> </table>	Attendance				Pupil Premium	Non – Pupil Premium	19/20	95.62%	96.52%	20/21	93.96%	96.37%	Sept 21 – Dec 21	92.03%	94.46%	Punctuality				Pupil Premium	Non – Pupil Premium	19/20	4.23%	1.23%	20/21	1.38%	0.30 %	Sept 21 – Dec 21	2.14%	0.76%
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5	<p>Parental Support and Engagement isn’t consistent for all groups. This is due to the expectations of the new National Curriculum (2014) being significantly more challenging than the previous curriculum. Following our parental survey, a 12.5 % of parents would like more support or felt that they didn’t have the appropriate skills, knowledge or confidence to support their children.</p> <p>Our OPS shows that:</p> <ul style="list-style-type: none"> <li>• 60.7% of pupils feel that they get the help they need with homework at home compared to the local average of 78.3%.</li> <li>• 45.9% of pupils report that an adult checks their online activity compared to the local average of 62.8%</li> </ul>																														

7	<p>Health and wellbeing</p> <p>Class teachers report that children’s resilience and growth mindset is often a challenge, which can have a negative impact on their progress and attainment. There has been an increase in pupils who have seen a learning mentor for resilience and growth mindset intervention.</p> <p>Our OPS has highlighted that:</p> <ul style="list-style-type: none"> <li>• 54.1% of pupils eat healthily at home compared to the local average of 78%</li> <li>• 19.7% of pupils frequently drink sugary drinks compared to the local average of 10.1%</li> <li>• 49.2% of pupils have seen a dentist in the last year compared to the local average of 66.3%</li> <li>• 67.2% of our pupils believe they have someone to help them with their personal issues compared to the local average of 80.2%</li> <li>• 13.1% of pupils report that they learn a lot about puberty at school compared to the local average of 36.9%</li> </ul>
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## 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
1.1	Ensure that attainment gaps between disadvantaged pupils and their non-disadvantaged peers in Reading are reduced. Pupils achieve in line with or above the national average.	<p>The percentage of pupil premium pupils achieving the expected standard or above in Reading at the end of KS1 will be in line with, or above National.</p> <p>The percentage of pupil premium pupils achieving the expected standard or above in Reading, at the end of KS2 will be in line with, or above National.</p> <p>The number of pupil premium pupils achieving the reading ELG at the end of EYFS will be in line with or above National.</p> <p>Pupil premium pupils will be able to effectively decode, and pass the Y1 PSC.</p> <p>Pupil premium pupils will have the necessary Comprehension skills to be able to effectively deduce and infer information from a text, in particular inferring and deducing information from a text as well as answering vocabulary related questions.</p> <p>Reading will be prioritised to allow children to access the full curriculum offer.</p>
1.2	Ensure that attainment gaps between disadvantaged pupils and their non-disadvantaged peers in their phonological awareness are reduced. Pupils achieve in line with or above the national average.	<p>The percentage of pupils passing the PSC will be in line with or above National</p> <p>Reading will be prioritised to allow children to access the full curriculum offer.</p> <p>A systematic, synthetic phonics programme will be embedded and used effectively from EYFS onwards.</p> <p>Staff will have had effective CPD to enable them to deliver our systematic, synthetic phonics programme</p>

		<p>Parents will have a good understanding of our approach to teaching phonics in school. This will enable them to use the same approaches at home.</p> <p>Reading books in EYFS and Key Stage One will be fully decodable and matched to pupils ability.</p> <p>At all stages, reading assessment will be addressed and gaps will be addressed quickly and effectively for all pupils.</p> <p>The sharp focus on ensuring that younger children and those at the early stages of reading gain phonic knowledge and language comprehension necessary to read.</p>
1.3	<p>Ensure that attainment gaps between disadvantaged pupils and their non-disadvantaged peers in maths are reduced. Pupils achieve in line with or above the national average.</p>	<p>The percentage of pupil premium pupils achieving the expected standard or above in maths at the end of KS1 will be in line with, or above National.</p> <p>The percentage of pupil premium pupils achieving the expected standard or above in maths, at the end of KS2 will be in line with, or above National.</p> <p>The number of pupil premium pupils achieving both mathematical ELG at the end of EYFS will be in line with or above National.</p> <p>Pupils will have a conceptual understanding of mathematical concepts</p> <p>Pupils will be able to effectively reason and problem solve.</p> <p>Children will have a wide range of mathematical vocabulary which they can use to communicate their understanding.</p>
2	<p>All disadvantaged, including those who have adverse childhood experiences, children will be more resilient and able to engage in their learning.</p>	<p>Pupil Premium Pupils will be able to manage change.</p> <p>Pupil interviews show that pupils can name/use strategies to self-regulate their anxiety.</p> <p>Learning walks, lesson observations, and peer observations document that total communication is used to warn of change, express emotions, ask for help etc.</p> <p>Pupil Premium pupils demonstrate positive behaviour within class and around school.</p> <p>Feedback from Pupil Premium pupils and parents indicate the value of the pastoral support provided.</p>
3	<p>Children will have effective speech language and communication skills.</p>	<p>Our EYFS curriculum offers opportunities to develop children's oracy skills in a language rich environment, through purposeful play and high quality adult interaction and modelling.</p> <p>Children will be able to communicate effectively to articulate their needs, feelings, emotions etc.</p> <p>Children will be able to use subject specific vocabulary with confidence to articulate their learning.</p> <p>Our school will expose children to a language rich environment and broad vocabulary, modelled</p>

		effectively by all adults in school. This in turn will develop children’s understanding of the text they read as well as the vocabulary that they can use in writing.
4	<p>Attendance for our disadvantaged pupils will in line with their non – disadvantaged counterparts.</p> <p>Our disadvantaged pupils’ attendance will be in line with the national average.</p> <p>Our disadvantaged pupils will arrive at school on time and be ready to learn.</p>	<p>We will ensure the best possible attendance for those pupils eligible to attend by monitoring attendance patterns and implementing key actions to address concerns.</p> <p>We will use Fischer Family Trust attendance tracker to compare our attendance weekly with National attendance data. We will then drill down the data to look at individual pupil groups.</p>
5	<p>Parents will be supportive, engaged in their child/children’s learning and actively engage within school.</p>	<p>Increased parental engagement will look like:</p> <p>Children will be reading at least 3 times a week.</p> <p>80% of Parents will attend parents evening.</p> <p>60% of Parents will attend parent information sessions.</p> <p>80 % of Parents will attend school events.</p> <p>10 % of Parents will engage with Adult Ed</p> <p>When surveys are completed, parents will actively engage with these to share their views.</p>
6	<p>Further develop pupils health and well-being to enable them to grow into independent, resilient learners who are equipped to deal with challenges.</p>	<p>The role of the Mental Health Lead has been developed and is impacting positively on pupils well-being and mental health.</p> <p>A whole school approach to growth mind set and resilience has been developed.</p> <p>Children’s oral hygiene has improved and they understand the importance of it.</p> <p>A whole school ethos which promotes good mental health and well-being.</p> <p>Jigsaw (RSE) is embedded.</p> <p>Learning mentors have facilitated targeted group sessions in the afternoons linked growth mind set, emotional literacy (ELSA), friendship.</p> <p>Achieved the GHLL mental Health award</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.

### Quality First Teaching for All

Budgeted cost: £18,125

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> (Read Write Inc) to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	1.1 1.2
Whole School CPD for Read Write Inc. Delivered by a Read Write Inc trainer.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	1.1 1.2
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: <a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a> The EEF guidance is based on a range of the best available evidence: <a href="#">Improving Mathematics in Key Stages 2 and 3</a>	1.3
Purchased high quality resources to support the teaching of mathematics.	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: <a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a> The EEF guidance is based on a range of the best available evidence: <a href="#">Improving Mathematics in Key Stages 2 and 3</a>	1.3

<p>Whole school staff CPD – Metacognition and Retention. (making stuff stick) this will enable children to remember more over time and transfer information from their working memory to their long term memory.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a></p> <p>The potential impact of metacognition approaches is high (+7 months additional progress), although it can be difficult to realise this impact in practice as such methods require pupils to take greater responsibility for their learning and develop their understanding of what is required to succeed.</p>	<p>1.1 1.2 1.3</p>
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### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £60,856

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.</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:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1.1 1.2</p>
<p>Engaging with the National Tutoring Programme 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:</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1.1 1.2 1.3</p>

<p>TA targeted small group intervention for:</p> <ul style="list-style-type: none"> <li>- Reading</li> </ul>	<p>The high average impact hides a large variation between the different approaches to teaching assistant deployment. Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact, whereas deployment of teaching assistants in everyday classroom environments has not been shown to have a positive impact on learner outcomes.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p>	<p>1.1 1.2</p>
<p>TA targeted small group intervention for:</p> <ul style="list-style-type: none"> <li>- Maths</li> </ul>	<p>The high average impact hides a large variation between the different approaches to teaching assistant deployment. Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact, whereas deployment of teaching assistants in everyday classroom environments has not been shown to have a positive impact on learner outcomes.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p>	<p>1.3</p>
<p>Delivery of Speech and Language intervention (NELI) and 1:1 focused SALT interventions.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p> <p>Oral language interventions have some similarity to approaches based on <u>Metacognition</u> (which make talk about learning explicit in classrooms), and to <u>Collaborative learning</u> approaches which promote pupils' interaction in groups.</p>	<p>3</p>

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

Budgeted cost: £ 107, 579

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Family Services Manager supports parents, attends social care meetings, and arranges Adult Ed and</p>	<p>The EEF Teaching and Learning toolkit states that parental engagement has a moderate impact for a very low cost, with a suggested impact of +4 months.</p>	<p>1.1 1.2 1.3 2</p>

<p>parent classes and sources support from a wider support network of external agencies.</p> <p>An open door policy, parent drop ins and home visits support families.</p>	<p>Parents play a crucial role in supporting their children’s learning, and levels of parental engagement are consistently associated with academic outcomes. Schools and early years settings can support parents to engage with their children’s learning in a wide range of ways, for example, by:</p> <p>Providing regular feedback on children’s progress;</p> <p>Offering advice on improving the home learning environment; and</p> <p>Running more intensive programmes for children struggling with reading or behaviour.</p> <p>Evidence suggests that disadvantaged pupils are less likely to make academic progress and sometimes attainment levels regress over the summer holidays due to the level of formal and informal learning activities they do or do not participate in. By delivering effective approaches to support parental engagement, the family services manager works to mitigate some of these causes of educational disadvantage by supporting parents to assist their children’s learning or their self-regulation as well as specific skills. (EEF – closing the disadvantage gap)</p> <p>Statutory guidance in each nation of the UK highlights the importance of providing early intervention, rather than waiting until a child or family’s situation escalates (Department for Education (DfE), 2018; Department of Health, Social Services and Public Safety, 2017; Scottish Government, 2021; Wales Safeguarding Procedures Project Board, 2020).</p> <p>Providing timely support is vital. Addressing a child or family’s needs early on can reduce risk factors and increase protective factors in a child’s life (Early Intervention Foundation (EIF), 2021).</p> <p>Protective factors can reduce risk to a child’s wellbeing. They include: developing strong social and emotional skills</p>	<p>4</p> <p>5</p> <p>6</p>
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	<p>having a strong social support network for the family – including support for good parental mental health income support, benefits and advice good community services and facilities (EIF, 2021; Cleaver, Unell and Aldgate, 2011).</p> <p>It is more effective to provide early help when problems first arise than to intervene later (DfE, 2018; EIF, 2021).</p> <p>Early intervention can also prevent further problems from developing – for example, as part of a support plan for a child and their family when a child returns home from care (DfE, 2018).</p>	
<p>Learning Mentors will provide targeted support to assist with children’s Social and Emotional Wellbeing.</p> <p>They will actively reduce barriers to learning so that children can enjoy and succeed in all areas of the curriculum.</p> <p>Learning mentors will support pupils in developing a growth mindset and becoming resilient learners, who can face challenges.</p> <p>Learning mentors support parents to support their children at home.</p>	<p>Some evidence suggests that some pupils from disadvantaged backgrounds show low engagement with or have low expectations of schooling. Mentoring interventions may be more beneficial for these pupils, as the development of trusting relationships with an adult or older peer can provide a different source of support.</p> <p>Public Health England (2014) suggest those who are resilient do well despite adversity.</p> <p>Peep research project suggests that a parenting approach has been show to impact on children’s educational attainment. These found that children made progress in verbal comprehension, vocabulary, numeracy development and self-esteem.</p> <p>The Healthy Minds project suggest that there is a great deal of evidence which suggests that non-cognitive skills are as important as cognitive skills in determining academic results, and that children from poorer backgrounds tend to have weaker non-cognitive skills than their better off peers.</p> <p>The EEF state that “By ‘Character’, we mean a set of attitudes, skills and</p>	<p>1.1 1.2 1.3 2 4 5 6</p>

	<p>behaviours – such as self-control, confidence, social skills, motivation, and resilience – that are thought to underpin success in school and beyond. These are also referred to as ‘social and emotional skills’, ‘non-cognitive skills’ or ‘essential life skills’. They include the ability to respond to setbacks, work well with others, build relationships, manage emotions, and cope with difficult situations. There is growing evidence that these skills are important to children’s later outcomes.”</p>	
Attendance	<p>Whole school attendance currently (<i>November 21</i>) stands at 92.65%. Key group attendance: SEND – 90.45%. EHCP – 93.34% and PP – 90.84%. Due largely in part to illness, 23% of the children are considered to be persistently absent.</p> <p>In February 2015, the DfE published a report ‘The link between absence and attainment at KS2 and KS4’. The graph above is an extract from this and shows quite clearly that as students miss more lessons in secondary schools, their attainment across a range of measure declines. The report also shows a similar effect at KS2. This is useful confirmation of what we intuitively know, attendance makes a difference to student attainment.</p> <p>In ‘Supporting the attainment of disadvantaged pupils; Articulating success and good practice’ the authors discuss the importance of robust attendance data tracking and monitoring systems in schools, to address attendance issues. This allows patterns of absence to be scrutinised and then targeted interventions to be put in place. It also allows schools to monitor the effectiveness of any interventions they are putting in place to improve attendance and readjust as necessary. This is far more effective than general approaches to improving attendance and requires strong and determined leadership.</p> <p><a href="https://researchschool.org.uk/durington/news/an-evidence-informed-approach-to-improving-attendance">https://researchschool.org.uk/durington/news/an-evidence-informed-approach-to-improving-attendance</a></p>	<p>1.1 1.2 1.3 2 3 4 5 6</p>

**Total budgeted cost: £ 186,560**

## 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.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

*If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?*

	Intent Statement	19/20	Comment
Pastoral Team	<ol style="list-style-type: none"> <li>1. Develop pupils social and emotional wellbeing, raise selfesteem, promote confidence and increase motivation</li> <li>2. Support our community in identifying the needs of their family and/or child and enable them to build a support network around their family.</li> <li>3. Reduce barriers to learning, both internally and externally to enable pupils to achieve in line or above National Expectations</li> </ol>		<ol style="list-style-type: none"> <li>1. On – going, Learning mentor intervention around emotional well-being, confidence and motivation happened but due to the pandemic the challenges were on – going.</li> <li>2. Strong support for our community despite the challenges faced by the pandemic.</li> <li>3. See data in appendix. Due to the pandemic the gaps in pupils attainment have widened.</li> </ol>
Increased TA Hours to deliver targeted support	To deliver additional interventions throughout the school day to reduce the attainment gap and variation in performance of PP and non-PP children.		On – going, TA additional interventions happened but due to the pandemic the challenges were on – going.
	To deliver intervention for Academically More Able PP pupils.		On – going, TA additional interventions happened but due to the pandemic the challenges were on – going.
	To provide academic extra-curricular clubs to target PP children.		
	To provide quality first teaching and small group teaching in core subjects: phonics, maths, reading, writing and spelling.		

Phonic Scheme	<p>To deliver a consistent scheme of work for phonics from preschool through to year 2.</p> <p>To provide immediate intervention to allow pupils to keep up, not catch up.</p> <p>To increase the % of pupils passing the PSC in year 1, to be in line or above national.</p>	Due to the disruption of the pandemic pupil attainment in phonics was lower than expected despite rigorous remote learning. Please see appendix.
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## Expectations

## 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
Jigsaw (RSE)	Jan Lever Group
Chiranga	Charange Music School
Switched on Computing	Rising Stars
ELSA Resources	ELSA
Maths & Reading	Rising Stars
English for the more able	Rising Stars

## Further information (optional)

Disadvantaged pupil progress scores for 2018/2019 - End of KS2		
(2018/2019 data. Due to Covid-19 pandemic, no data for 19/20 & 20/21)		
Measure	Score – School	Score – National
Reading	3.27	0.32
Writing	3.24	0.27
Maths	2.76	0.37

Pupil attainment measures for the end of KS2						
Measure	Reading – School	Reading – National	Writing – School	Writing – National	Maths – School	Maths – National
18/19 - Meeting the expected standard at KS2	80%	78%	87%	83%	83%	84%
19/20 - Meeting the expected standard at KS2 (predicted due to Covid-19 pandemic)	89%		93% Grammar		89%	
20/21 – Meeting the expected standard at KS2 (teacher assessment due to Covid-19 pandemic)	97%		97%		94%	
18/19 - Achieving the higher standard at KS2	33%	31%	23%	24%	37%	32%
19/20 - Achieving the higher standard at KS2 (predicted due to Covid-19 pandemic)	34%		41% Grammar		31%	
20/21 - Achieving the higher standard at KS2	32%		26%		32%	

(teacher assessment due to Covid-19 pandemic)						

Disadvantaged pupil attainment measures (2018/2019 data due to Covid-19 pandemic)						
Measure	Reading – School	Reading – National	Writing – School	Writing – National	Maths – School	Maths – National
Meeting the expected standard at KS2	80%	78%	87%	83%	83%	84%
Achieving the higher standard at KS2	33%	31%	23%	24%	37%	32%

Pupil attainment measures for the end of KS1						
Measure	Reading – School	Reading – National	Writing – School	Writing – National	Maths – School	Maths – National
18/19 - Meeting the expected standard at KS1	72%		79%		84%	
19/20 - Meeting the expected standard at KS1 (predicted due to Covid-19 pandemic)	76%		76%		76%	
20/21 – Meeting the expected standard at KS1 (teacher assessment due to Covid-19 pandemic)	66%		68%		75%	

18/19 - Achieving the higher standard at KS1	23%		15%		18%	
19/20 - Achieving the higher standard at KS1 (predicted due to Covid-19 pandemic)	28%		17%		21%	
20/21 - Achieving the higher standard at KS1 (teacher assessment due to Covid-19 pandemic)	29%		17%		21%	

% of children passing the PSC in Year 1	School 18/19 - 67%	National 18/19 - 84%
	School 19/20 (Predicted due to COVID) - 75%	National 19/20 (No published data due to COVID)
	School 20/21 (Teacher assessment due to COVID) 60%	National 20/21 (No published data due to COVID)

% of children passing the PSC in Year 2	School 18/19 90% pass for the children <b>retaking</b>	No national data released
	School 19/20 – No data required by the LA	No national data released
	School 20/21 – 84%	No national data released

% of children achieving a Good Level of Development at the end of Reception (GLD) – cohort	School 18/19 69%	National 18/19 - 72%
	School 19/20 (predicted data due to COVID 19) – 79%	No national data due to pandemic
	School 20/21 (teacher assessment) – 74%	No national data due to pandemic
% of children in receipt of FSM achieving a Good Level of Development at the end of Reception	46%	74%