

# Pupil premium strategy statement 2021-2022

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	Lowton West Primary School
Number of pupils in school	418
Proportion (%) of pupil premium eligible pupils	22%
Academic year/years that our current pupil premium strategy plan covers	2021/2022
Date this statement was published	1 <sup>st</sup> December 2021
Date on which it will be reviewed	1 <sup>st</sup> November 2022
Statement authorised by	J. Westhead
Pupil premium lead	N. Gould
Governor / Trustee lead	S. Black

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£98,390.00
Recovery premium funding allocation this academic year	£10,440.00
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	£117,132.50

# Part A: Pupil premium strategy plan

## Statement of intent

Through our pupil premium strategy, our intention is that all pupils, irrespective of their social or economic background or challenges they may face, make good progress from their starting points and achieve high attainment across all aspects of the curriculum.

At the centre of our provision is high-quality teaching, as we believe this has the greatest impact on closing the disadvantage attainment gap, whilst benefitting all our pupils, including non-disadvantaged pupils in our school. This approach is also evident in our school's wider school plans for education recovery, including targeted intervention and support from highly skilled teachers for pupils whose education has been worst affected, including non-disadvantaged.

### **Our ultimate objectives are:**

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- To deliver an ambitious and high quality curriculum, designed to maximise potential and provide opportunities for all pupils, particularly disadvantaged pupils, to build their cultural capital, giving all pupils access to a wide and rich set of memorable learning experiences.
- To maximise learning through providing high-quality teaching, using teaching approaches to ensure long-term retention of knowledge, fluency in key skills, and confident use of metacognitive strategies.
- To develop every child's speech and language acquisition to ensure all our pupils can articulate and express their own thoughts and opinions by the time they leave our school.
- To ensure every child is a fluent reader with a well-developed vocabulary and good understanding, which they can in turn apply in their writing and enable them to access the breadth of the curriculum.
- To enable pupils to look after their social and emotional wellbeing and to develop resilience through consistently promoting and supporting the emotional well-being and personal development of disadvantaged pupils and those pupils identified by the school as vulnerable pupils.
- To promote excellent attendance and punctuality and reduce the percentage of persistent absenteeism.

### **We aim to do this through:**

- Understanding the context of our families and the school community and focus on pupil needs, socially and emotionally and academically, through an individualised approach.
- Developing strong relationships with families, working with external agencies and the school's Senior Leadership team, Attendance and Welfare Officer and Mental Health and Well-Being Practitioner to encourage excellent attendance and provide effective pastoral support.
- Targeting funding to ensure that all pupils have access to trips, extra-curricular opportunities, residentials and first-hand learning experiences.
- Prioritising the mental health and well-being of pupils through the training of all staff in attachment and early-life trauma, sensory processing, nurture and inclusion practices

and key staff in mental first aid, in conjunction with the provision of high quality PSHE lessons.

- Using robust, diagnostic assessments, focused on pupil need, to provide a clear sequence of learning and tightly focused improvement priorities to adjust teaching responsively so that all children can build on their prior knowledge and skills, address gaps in learning and make accelerated progress in knowing more and remembering more.
- Providing targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition.
- Improving the quality of teaching and learning, through evidence based high quality, whole school CPD, to ensure that pupils access effective quality first teaching.
- Promoting high quality reading experiences for all. Accurately assessing children’s attainment to identify next steps and increasing opportunities for reading and pupil discussion to develop fluency, vocabulary and the acquisition of speech and language. School will provide a high quality systematic synthetic phonics approach, using the Read Write Inc programme and promote reading for pleasure across all year groups.

In making our decisions about the use of Pupil Premium funding, we have considered the context of our school community and the challenges faced and reflected on historical challenges and successes, using research conducted by EEF to support the decisions around the usefulness different strategies and their value for money. We also recognise that the challenges facing our disadvantaged children are not generic, with some children having multiple vulnerabilities, therefore strategies must meet the needs of the individual children at our school.

## Challenges

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

Challenge number	Detail of challenge
1	Poor language and communication skills on entry to school. Oral language assessments and observations indicate limited communication skills and vocabulary gaps across school, which are more prevalent among disadvantaged pupils than their peers.
2	Limited opportunities and life experiences. Our assessments, observations and discussions with pupils indicate that many of our disadvantaged pupils have limited experiences outside of their immediate home environment. The school closures and lockdown periods have also caused a lack of enrichment opportunities over the last two academic years. This can therefore be a limiting factor in their understanding of texts, vocabulary, writing and their ability to make cross-curricular connections.
3	Family engagement and emotional well-being. A significant number of disadvantaged pupils have experienced disrupted home backgrounds, challenging home circumstances, emotional loss or trauma in their life. A number of families have also historically been supported by social care, Start Well services or through an Early Help Plan.

4	<p>Poor attendance and punctuality.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress. School wish to continue to further improve the attendance and punctuality of disadvantaged pupils and improve links between school and parents through Early Help and support.</p>
5	<p>Attainment of PP pupils is below 'all pupils' in reading and writing.</p> <p>Parental engagement in home reading routines and supporting homework activities is often limited or sporadic for disadvantaged pupils.</p> <p>On entry to Reception class Autumn 2021, the Reception disadvantaged cohort were working below at the expected level of entry in reading and writing. Attainment in reading and writing for disadvantaged pupils remains a focus across school.</p>
6	<p>SEND: high proportion of disadvantaged pupils (33%) also have SEND and are on the school's SEND register.</p>

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p><b>Desired Outcome:</b> To improve attendance and punctuality of targeted pupils.</p> <p><b>Measured through:</b> Rigorous tracking of attendance data. Effective implementation of Attendance monitoring and Early Help meetings, to improve attendance and reduce persistent absence figures. (Attendance and Welfare Manager)</p>	<p>Reduce the percentage of absent PP pupils so that attendance and punctuality of disadvantaged pupils is in line with national data.</p> <p>Attendance figures remain above national (school target is 97%; National 95.8%).</p>
<p><b>Desired Outcome:</b> To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged.</p> <p>To support identified pupils in developing emotional self-regulation and independence.</p> <p><b>Measured through:</b> Rigorous tracking of pupil and parent questionnaires, Skills for Learning and SDQ checklists, Boxall Profiles and Learning Profiles/ IBPs.</p>	<p>Children identify and use the Zones of regulation, to self-regulate with growing independence.</p> <p>Sustained high levels of well-being demonstrated through qualitative data from pupil voice, pupil and parent questionnaires and teacher observations.</p> <p>Learners' attitudes towards their education is positive (90% positive responses on pupil questionnaires).</p>
<p><b>Desired Outcome:</b> The school curriculum offer will be ambitious for all pupils and foster aspiration amongst our pupils to become educated citizens.</p> <p>Disadvantaged pupils will acquire a secure cultural capital through experience and opportunity, in line with their non-PP peers.</p>	<p>Through pupil voice, disadvantaged pupils can articulate aspirations for the future and know how their learning will support this.</p> <p>There will be a high uptake of clubs and extra-curricular activities, in line with peers.</p>

<p><b>Measured through:</b> Monitoring of extra-curricular activities, ensuring high uptake for PP pupils. Regular monitoring of curriculum for PP and other pupils by Senior Leaders and Curriculum Leaders. Implementation of pupil voice by curriculum leaders.</p>	
<p><b>Desired Outcome:</b> Improve attainment in line with national benchmarks by continuing to secure quality first teaching across the school. Improved attainment, with a higher number of PP pupils reading the Expected Standard or better in reading and writing at the end of Key Stage 1 and 2.</p> <p><b>Measured through:</b> Rigorous tracking of progress and attainment data towards expected standard in reading and writing.</p> <p>Increased attainment in reading and writing among disadvantaged pupils at KS1 and 2.</p>	<p>Disadvantaged pupils attain in line with or above national progress measures.</p>
<p><b>Desired Outcome:</b> To improve language acquisition for all pupils.</p> <p><b>Measured through:</b> Improved Renfrew Picture Analysis scores for all PP pupils accessing the Talking Partners and Speech and Language intervention programmes delivered across school. Improved language acquisition is evident when triangulated with other sources of evidence, including engagement in lessons, work scrutiny and ongoing formative assessment.</p>	<p>Assessments and observations indicate significantly improved oral language among all pupils, particularly among disadvantaged pupils.</p>
<p><b>Desired Outcome:</b> To increase the attainment, of those eligible for PP, in passing the Phonics Screening Check. Continue to maintain the Y2 re-sit attainment data, keeping it well above national data.</p> <p><b>Measured through:</b> Rigorous tracking of progress and attainment data towards expected standard, including regular RWI phonics assessment and fluid groupings for phonics to escalate progress.</p>	<p>The gap between pupil attainment for eligible pupils and their peers is reduced rapidly so that figures are at least in line with national.</p>

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £2,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Training for all staff to ensure high quality teaching and learning in phonics (Read Write Inc) and reading.</p> <p>Consistent high quality delivery of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p> <p>The delivery of the SSP programme must teach a reversible code – segmenting (decoding) for reading and blending (encoding) for spelling/ writing, with opportunities for phonics teaching and practice embedded across the curriculum.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading and spelling.</p> <p>References: (DfE: The Reading Framework July 2021)</p> <p><b>EEF Toolkit links:</b> (Phonics / toolkit Strand / EEF)</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a></p>	<p>1, 5, 6</p>
<p>Increased opportunities for communication and language across the curriculum to develop a language rich environment.</p> <p>Speech and Language interventions delivered by teachers.</p> <p>Strong links, training/ guidance and communication with</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialog activities including high-quality group and whole-class discussions have high impacts on reading and writing.</p> <p><b>EEF Toolkit links:</b> (Oral language interventions/ Toolkit Strand EEF)</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>1, 2, 5, 6</p>

<p>Speech and Language Therapists.</p> <p>Training for all EYFS staff relating to the DfE funded Nuffield Early Language Intervention programme.</p> <p>Dialogic activities embedded across the school curriculum to support pupils in articulating their ideas, consolidating understanding and extending vocabulary.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a></p>	
<p>Deliver a broad and engaging curriculum that focuses on vocabulary and builds pupils' life experiences and cultural capital.</p> <p>Subject leaders to receive training, long-term and medium term plans reviewed – emphasis on cross-curricular links/ key skills and subject specific language development.</p>	<p>There is a strong evidence base that suggests that personal experiences and hands on learning develop knowledge further, building stronger links across the curriculum.</p> <p><b>EEF Toolkit links:</b> EEF – Aspiration Interventions <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</a></p>	1, 2, 3, 6

## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £65,431.00 + £10,440 = £75,871

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Daily focused phonics interventions which are delivered by Class Teachers and KS1 Learning Support Assistants.</p> <p>Additional phonics sessions targeted at KS2 disadvantaged</p>	<p>Targeted phonics interventions have been shown to be more effective when delivered consistently over a period up to 12 weeks.</p> <p>Targeted phonics interventions using the RWI programme have seen a dramatic positive impact on results and on children's attitudes.</p>	1, 5, 6

<p>pupils who require further phonics support.</p>	<p>School has utilised the EEF reports on how Teaching Assistants can be effectively used to support progress through supporting high quality teaching and learning.</p> <p><b>EEF Toolkit links:</b>  (Phonics / Toolkit Strand EEF) +5 months  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	
<p>Daily targeted speech and language groups or 1:1 focused and teaching interventions delivered by teachers and teaching assistants.</p> <p>The DfE funded Nuffield Early Language Intervention (NELI), Time to Talk and Talking Partners interventions delivered by trained staff.</p>	<p>Communication and oral language interventions can have a positive impact on pupils’ language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment.</p> <p><b>EEF Toolkit links:</b>  (Oral language interventions/ Toolkit Strand EEF) +6 months  <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>Delivering highly structured interventions; short sessions delivered over a finite period, and link learning to classroom teaching.</p> <p>Teaching Assistant Interventions:  <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, 5, 6</p>
<p>Increased regular opportunities to read to an adult throughout the week.</p>	<p>Schools should focus first on developing core classroom teaching strategies that improve the literacy capabilities of the whole class. With this in place, the need for additional support should decrease. Nevertheless, it is likely that a small number of pupils will require additional support—in the form of high-quality, structured, targeted interventions—to make progress.</p> <p><b>EEF Toolkit links:</b>  (Reading Comprehension / EEF)  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p> <p>(Improving Literacy in KS2 / EEF Guidance report)  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a></p>	<p>1, 3, 5, 6</p>
<p>Use of standardised diagnostic assessments.</p>	<p>Standardised tests can provide reliable insights into specific strengths and weaknesses of each pupil to help</p>	<p>1, 5, 6</p>



<p>Effective formative assessment (NfER) as a central point of T&amp;L.</p> <p>Analysis for gaps based on previous terms test data.</p>	<p>they ensure they receive the correct additional support through interventions or teacher instruction.4</p> <p><b>EEF Toolkit links:</b> (Standardised tests/ Assessing and Monitoring Pupil Progress/ EEF) <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</a></p>	
<p>High quality reading comprehension lessons delivered by highly-skilled teacher.</p>	<p>Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read.</p> <p><b>EEF Toolkit links:</b> (Reading comprehension strategies EEF) +6 months <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p>	2, 5, 6
<p>A blended approach of high-quality tuition and planned intervention, including the use of Recovery Premium Funding and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of pupils who will receive the tutoring will be disadvantaged, including those who are high-attainers.</p> <p>Qualified teachers to support with small-group tuition in literacy and maths; teaching RWI phonics to a small group in EYFS; leading Maths Recovery Intervention groups across KS1 and KS2; providing 1:1 or small group support for the lowest 20% of readers across EYFS, KS1 and KS2; supporting pupils with SEND (SEMH needs)</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support lower attaining pupils or those falling behind, both 1:1 and in small groups.</p> <p><b>EEF Toolkit links:</b> (One to one tuition / EEF) <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p> <p>(Small group tuition / toolkit strand/ EEF) <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	1, 3, 4, 5, 6

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

Budgeted cost: £30,959.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Training for all staff in attachment and early-life trauma, sensory processing, nurture and inclusion practices and key staff in mental first aid.</p> <p>Improve the quality of social and emotional learning.</p> <p>Emotional well-being will be embedded into routine education practices.</p>	<p>There is extensive evidence linking childhood social and emotional skills with improved outcomes at school and in later life. (e.g. improved academic performance, attitudes, behaviour and relationships with peers.)</p> <p>Both targeted interventions and universal approaches can have positive overall effects.</p> <p><b>EEF Toolkit links:</b> (EEF Social and Emotional Learning) <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p> <p>(Behaviour interventions /EEF) <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p>	2, 3, 4, 6
<p>Targeted 1:1 and small group support for identified pupils exploring resilience, self-esteem, self-regulation strategies through the school mental health and well-being practitioner.</p> <p>1:1 counselling support via school funded Wigan Family Welfare Counsellor.</p> <p>Parental support and Early Help support for parents through the school mental health and well-being practitioner.</p>	<p>School data, Early Help reviews, pupil and parent questionnaires and Strengths, Difficulties Questionnaires (SDQs) indicate the positive impact of the support provided by the school's Mental Health and Well-Being Practitioner.</p> <p><b>EEF Toolkit links:</b> (Self-regulation /EEF) <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><a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/self-regulation-strategies">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/self-regulation-strategies</a></p>	2, 3, 4, 6
<p>Welfare and Attendance Officer to monitor and act on PP absence and punctuality to reduce</p>	<p>School data (attendance data and Early Help reviews) indicates the positive impact of the support provided by the school's Welfare and Attendance Officer.</p>	3, 4, 6

<p>absenteeism for the disadvantaged cohort.</p> <p>Offer parental support and Early Help support for parents and pupils and work with Senior Leaders and class teachers to support individual pupils to achieve attendance targets set.</p>	<p>DfE 'Improving School Attendance' advice has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	
<p>Resourcing decodable books for the RWI programme and developing the KS1 and KS2 reading scheme books.</p>	<p>School views reading as central to pupils' learning and development is of the highest-quality.</p> <p>Many disadvantaged pupils do not read regularly at home to practise and apply reading skills and develop their understanding, therefore it is vital that class teachers can provide high quality resources to allow pupils to practise and apply the sounds they have learnt in school.</p>	1, 5, 6
<p>Funding for disadvantaged pupils to access extra-curricular opportunities and enrichment activities, building pupils' life experiences and cultural capital.</p> <p>Funding for the Y6 Residential Trip for all Y6 pupils accessing Free School Meals.</p>	<p>There is a strong evidence base that suggests that personal experiences and hands on learning develop knowledge further, building stronger links across the curriculum.</p> <p><b>EEF Toolkit links:</b>  EEF – Aspiration Interventions  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</a></p> <p>EEF – Outdoor Adventure learning  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</a></p>	1, 2, 5, 6

## Pupil Premium Grant

**Total budgeted cost: £98,390.00**

## 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.

#### **IMPACT OF PUPIL PREMIUM SPENDING 2020 – 2021**

Due to the Covid-19 pandemic and subsequent school closure, attainment and progress data for 2021 is not available, as children did not undertake the statutory assessments.

Therefore, the teacher assessment data from 2021 has been used to measure impact. NB: At the end of this report is a reminder of the last set of statutory data (2018-2019).

Pupil premium numbers have increased as a direct result of the impact of COVID and we predict that this number will continue to increase during the forthcoming years. School regularly review the Pupil Premium cohort as we recognise that the challenges facing our disadvantaged children are not generic, with some children having multiple vulnerabilities, therefore strategies must be reviewed regularly to meet the needs of the individual children at our school.

During national lockdown, disadvantaged pupils who still attended the school reduced provision setting, continued to receive free school meals. The school provided free school meals for those disadvantaged pupils who were not attending the school setting. The School Business Manager then organised the online voucher scheme for the parents of disadvantaged pupils not attending school.

Pupil Premium and vulnerable families were consistently supported throughout lockdown through regular phone calls (some weekly), support with accessing food vouchers and offering well-being support. Social distanced visits were completed as part of wellbeing checks and in response to safeguarding concerns. School identified additional vulnerable pupils, alongside those identified by the Local Authority data, and offered places in school during lockdown to support these families.

During the Spring 2021 school closure, 33 disadvantaged pupils were accessing remote learning which equated to 89%. 32 disadvantaged children were attending school alongside vulnerable and key worker children. Provision was offered to an additional 4 disadvantaged pupils but declined due to shielding/parents' or carers' wishes.

Senior leaders monitored the engagement of disadvantaged pupils in relation to remote learning and actions were taken to ensure that work was being accessed. Initially, paper packs were provided if pupils did not have access to an electronic device.

Of the disadvantaged pupils accessing remote learning in 2021, 76% (28 children out of 37) had no access to a device on January 5th 2021. 100% of the pupil premium children/families were offered a device from school to support remote learning and all 28 disadvantaged pupils (18 families) received a device (one per family). Some families

still requested a paper pack to run alongside this. All families were supported in setting up the device by Senior Leaders and class teachers.

Pupils came back into school in September 2020 however, following the national school closure, national testing was cancelled in July 2021. Since reopening, school had numerous 'bubble closures' across the year, with several classes isolating at the same time by the end of the Summer 2021 term.

### **2020-2021 (from September to December 2020 then April to July 2021):**

#### **Counselling**

A number of our pupil premium children benefited from sessions with the counsellor. This helped with emotional well-being and enabled the children to concentrate more on their class work. During the national lockdown, virtual sessions were offered to pupils.

#### **Attendance**

We use this money to employ an Attendance Officer to monitor the attendance of all pupils, with a focus on the attendance of pupils eligible for PP.

In 2020-2021, the attendance of the pupils eligible for PP was 96.6% - for the mandatory period from September 2020 to December 2020.

NB: The second national lockdown took place from January 2021 to March 2021.

The attendance of the pupils eligible for PP was 94.9% - for the mandatory period from 8th March 2021 to July 2021.

These figures can be compared to the 2018 national figure which was 95.8%.

#### **Mental Health and Wellbeing Practitioner**

The Mental Health and Well-being Practitioner supported a significant number of pupil premium children. As a result of this, pupils were well supported with their emotional well-being; pupils were taught self-regulation strategies which enabled them to develop their resilience/self-esteem and reduce anxiety. Pupil attendance also improved in some cases. Pupil/ parent questionnaires demonstrated very positive feedback in relation to this support.

#### **Nurture work**

Some pupil premium children benefited from nurture groups at lunchtimes which were led by the Mental Health and Well-Being Practitioner. This helped with emotional well-being and enabled children to concentrate more on their class work. Behaviour at lunchtime also improved for some identified pupils.

#### **Sensory Resources**

Sensory equipment purchased included weighted blankets, additional larger sensory equipment for sensory circuits in the hall, sensory / fidget toys - different textures, light sources which are used in the classrooms and by pupils working with the Mental Health and Well-Being Practitioner.

The sensory resources purchased increased opportunities and access to sensory provision for children across school - at a time where resources could not be shared across bubbles due to the Covid-19 risk assessment. The resources supported pupils in developing self-regulation techniques.

### **Social Interaction and Communication Skills Resources**

Social Interaction and Communication resources – resources to support ‘Time to Talk’, ‘Talking Partners’ and ‘Talkabout’ resources - this supported early acquisition of language and clearness of speech, following recommendations provided through Speech and Language Therapists. All pupils made progress from their initial starting points and assessments (completed by Speech and Language Therapists). Renfrew picture analysis assessments were completed at the start of the ‘Talking Partners’ intervention and end of the programme.

### **IT equipment**

More iPads were purchased and as a result of this more pupils had even more frequent access to IT devices to support them with their learning, e.g. accessing TT Rockstars; Spelling Shed more frequently.

### **Teacher Assessment Data – 2020-2021**

#### **YEAR 1:** (10 pupils eligible for PP)

In the Year 1 Phonics Screening test, 7 out of the 10 pupils (70%) eligible for PP passed the test (78% in 2020).

#### **END OF KEY STAGE 1:** (9 pupils eligible for PP)

- 6 out of 9 pupils (67%) achieved the Expected Standard in Reading at KS1. No national comparison.
- 5 out of 9 pupils (56%) achieved the Expected Standard in Writing at KS1. No national comparison.
- 5 out of 9 pupils eligible for PP (56%) achieved the Expected Standard in Maths at KS1. No national comparison.

#### **END OF KEY STAGE 2:** (9 pupils eligible for PP)

- 8 out of 9 pupils eligible for PP (89%) achieved the Expected Standard or above in Reading at KS2. No national comparison.
- 7 out of 9 pupils eligible for PP (78%) achieved the Expected Standard or above in Writing at KS2. No national comparison.
- 7 out of 9 pupils eligible for PP (78%) achieved the Expected Standard or above in Maths at KS2. No national comparison.
- 8 out of 9 pupils eligible for PP (89%) achieved the Expected Standard or above in Grammar, Punctuation and Spelling at KS2. No national comparison.

Last set of statutory data: 2018-2019:

#### **EARLY YEARS FOUNDATION STAGE** (6 pupils eligible for PP):

- In the EYFS (Early Years Foundation Stage), 33% of pupils eligible for PP achieved a GLD (Good Level of Development).
- In the EYFS, 33% of pupils eligible for PP achieved the Expected standard or above in Reading, Writing and Maths.

### **Statutory Data 2018-2019**

#### **YEAR 1:** (9 pupils eligible for PP)

- In the Year 1 Phonics Screening test, 7 out of the 9 pupils (78%) eligible for PP passed the test (86% in 2018; 75% in 2017). The pupils perform similarly to other (non-PP) pupils nationally.

**KEY STAGE 1:** (9 pupils eligible for PP)

- 7 out of 9 pupils (78%) achieved the Expected Standard in Reading at KS1. Pupils performed similarly to other (non-PP) pupils nationally (compared to the 2018 data: 78%).
- 7 out of 9 pupils (78%) achieved the Expected Standard in Writing at KS1 (other pupils nationally in 2018: 73%).
- 6 out of 9 pupils eligible for PP (67%) achieved the Expected Standard in Maths at KS1 (compared to the 2018 data for other non-PP pupils nationally: 79%).

**KEY STAGE 2:** (11 pupils eligible for PP)

- 7 out of 13 pupils eligible for PP (54%) achieved the Expected Standard or above in Reading at KS2 (compared to the national figure for other (non-PP) pupils: 76%).
- 7 out of 13 pupils eligible for PP (54%) achieved the Expected Standard or above in Writing at KS2 (compared to the national figure for other (non-PP) pupils: 83%).
- 7 out of 13 pupils eligible for PP (54%) achieved the Expected Standard or above in Maths at KS2 (compared to the national figure for other (non-PP) pupils: 84%).
- 7 out of 13 pupils eligible for PP (54%) achieved the Expected Standard or above in Grammar, Punctuation and Spelling at KS2 (compared to the national figure for other (non-PP) pupils: 83%).

**Key Stage 2 Progress measures**

- In reading, the progress measure for Disadvantaged pupils increased from -2.37 (2018) to -1.4 in 2019.
- In writing, the progress measure for Disadvantaged pupils increased from -4.08 (2018) to -0.6 in 2019.
- In maths, the progress measure for Disadvantaged pupils increased from -1.68 (2018) to +0.2 in 2019.

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Service pupil premium eligible pupils have accessed small group nurture support and further targeted support for their emotional well-being. Planned intervention work and 'drop-in' sessions delivered to support emotional well-being, self-regulation and resilience support.
What was the impact of that spending on service pupil premium eligible pupils?	Pupils who required support for their emotional well-being were able to access

	<p>appropriate intervention without delay, within the school setting.</p> <p>Parents and families have been supported through the school's pastoral team and directed to appropriate multi-agencies within the local authority.</p>
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