

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	Park Hill Infant School
Number of pupils in school	270
Proportion (%) of pupil premium eligible pupils	14.2%
Academic year/years that our current pupil premium strategy plan covers	2021-2022
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Jane Charman
Pupil premium lead	Laura Newell
Governor / Trustee lead	Shariffa Mubarak Prachi Chaturvedi

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£51,110
Recovery premium funding allocation this academic year	£2,610
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£3,819.04
Total budget for this academic year	£57,539.04

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to ensure that our pupils are not disadvantaged as a result of their socio-economic context. We believe that with the correct support all pupils can achieve their full potential, as long as the provision meets their needs.

Our ultimate objectives are to:

- Remove barriers to learning created by poverty, family circumstance and background
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school 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 their ability to communicate effectively in a wide range of contexts
- Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- Access a wide range of opportunities to develop their knowledge and understanding of the world

Our Context:

Park Hill Infant School, is a three-form entry, community school serving a residential area close to the centre of Croydon. A significant number of pupils, 77%, are exposed to more than one language in the family home with approximately 58% of pupils having a language other than English as their first language. 47 different languages are spoken at Park Hill Infants

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, 1:1 tuition
- Target funding to ensure that all pupils have access to trips and first hand learning experiences
- Provide opportunities for all pupils to participate in enrichment activities including sport and music
- Provide appropriate nurture support to support pupils in their emotional and social development.
- Provide behaviour and nurture support during lunchtimes by providing activities to engage and promote school values and enhance learning

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

Key Principals:

We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data. Class teachers and leaders 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.

Challenges

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

Challenge number	Detail of challenge
1	Assessments and observations of pupils indicate under-developed oral language skills and vocabulary gaps amongst many disadvantaged pupils. Many children enter Reception with lower than average language skills. A lack of early language skills within the early years impacts on pupils' ability to hear sounds when practising blending and segmenting. Thus, impacting on early reading and fluency.
2	Assessments suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Internal assessments indicate that Reading attainment among disadvantaged pupils is below that of non-disadvantaged pupils. On entry to Reception in the last two years, broadly between 75 - 80% of our disadvantaged pupils arrive below age-related expectations compared to 35 - 50% of other pupils arriving at below ARE.
4	Internal assessments indicate that Maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils. On entry to Reception in the last two years, broadly between 60 - 70% of our disadvantaged pupils arrive below age-related expectations compared to 30 - 40% of other pupils arriving at below ARE.
5	Internal assessments indicate that Writing attainment among disadvantaged pupils is below that of non-disadvantaged pupils. On entry to Reception in the last two years, broadly between 75 - 80% of our disadvantaged pupils arrive below age-related expectations compared to 35 - 50% of other pupils arriving at below ARE.
6	Observations and discussions with pupils and families have identified social and emotional issues for many pupils (a large proportion of who are disadvantaged). Teacher referrals for support have markedly increased during the pandemic. An increased number of pupils (a large proportion of who are disadvantaged) currently require additional support with social and emotional needs, and are receiving 1:1 or small group intervention.
7	A lack of enrichment opportunities during school closure and as a result of limited opportunities during the pandemic. These challenges particularly affect disadvantaged pupils, including their attainment in wider curriculum subjects.

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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	Rapid gains for pupils eligible for PPG, narrowing the gap between this group and non-PPG peers, in comparison with their 2020-21 data/baselines. <ul style="list-style-type: none"> - Reception: At least 90% PPG pupils will make at least expected progress in these areas. - A higher % PPG pupil will meet end of Key Stage expectations in Year Two compared to individual starting points.
Improved maths attainment for disadvantaged pupils.	Rapid gains for pupils eligible for PPG, narrowing the gap between this group and non-PPG peers, in comparison with their 2020-21 data/baselines. <ul style="list-style-type: none"> - Reception: At least 90% PPG pupils will make at least expected progress in these areas. - A higher % PPG pupil will meet end of Key Stage expectations in Year Two compared to individual starting points.
Improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. Pupils are able to self-regulate and manage emotions in appropriate way.	Sustained high levels of wellbeing demonstrated by qualitative data from pupil voice, pupil and parent questionnaires and teacher observations
Implementation and embedding of Little Wandle Letters and Sounds Revised, shows an increase in PPG pupils meeting the benchmark for the Phonics Screening Check in Y1.	An increase in PPG pupils meeting the benchmark for the Phonics Screening Check in Y1. This will be evidenced in 2023 with this cohort having received the full two years teaching of the Little Wandle Letters and Sounds Programme.
Pupils achievement in wider curriculum subjects is in-line with non-PP pupils and cultural capital is developed and sustained.	Data shows PPG pupils perform broadly in-line with non-PPG pupils. Pupil voice shows a greater understanding of the world around them.

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: £3967.22

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. Including Membership, Resources and Full CPD training and Teaching support programme for all staff	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: Phonics Toolkit Strand Education Endowment Foundation EEF	2

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

Budgeted cost: £49,555

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase and delivery of a programme and relevant resources to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	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: Oral language interventions EEF (educationendowmentfoundation.org.uk)	1
Specific targeted phonics keep up intervention sessions targeted at disadvantaged pupils who require further phonics support. Sessions delivered by	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:	2

<p>highly trained staff to meet the specific needs of learners</p>	<p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	
<p>Engaging with the National Tutoring Programme to provide 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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 2, 3, 4, 5</p>
<p>Small group intensive interventions and booster sessions led by experienced senior teachers (Deputy/Assistant Head Teachers), focussing on Maths, Reading, Writing and Phonics skills.</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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>2, 3, 4, 5</p>
<p>Provision of a trained volunteer to support and actively teach reading to those who may not read regularly at home. This is to supplement reading opportunities already offered within the school day.</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: One to one tuition EEF (educationendowmentfoundation.org.uk) Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction. Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p>	<p>2, 3</p>

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

Budgeted cost: £7982

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provision of a trained counsellor to work with identified pupils with specific emotional needs which are creating a barrier to their learning (individual and group sessions).</p> <p>Support for parents through counselling, advice and home visits to improve relationships between home/school in order to improve educational outcomes for PPG children.</p>	<p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</p> <p>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	6
<p>All children have access to and benefit from experiences on offer regardless of their financial situation through subsidy of educational experiences in/out of school / trips (if requested). This will ensure all children are able to participate in all aspects of our personalised curriculum</p>	<p>Enrichment approaches can directly improve pupils' attainment and it is this link that EEF is particularly interested in.</p> <p>Life skills and enrichment EEF (educationendowmentfoundation.org.uk)</p>	7
<p>All children will have access to and benefit from after-school activities on offer, regardless of their financial situation through subsidy of club fees by the school (if requested). This will</p>	<p>There are wider benefits from regular physical activity in terms of physical development, health and wellbeing as well as other potential benefits have been reported such as improved attendance. There is a small positive impact of physical activity on academic attainment</p> <p>Physical activity EEF (educationendowmentfoundation.org.uk)</p>	7

<p>ensure all children are able to participate in all aspects of school life, including children eligible for the PPG, who have been identified as having a particular aptitude or talent, but may not have regular access to these activities.</p>		
<p>All Key Stage One children will have access to swimming lessons to promote important life skills and a healthy lifestyle regardless of their financial situation through subsidy of lessons/equipment by the school (if requested).</p>	<p>There are wider benefits from regular physical activity in terms of physical development, health and wellbeing as well as other potential benefits have been reported such as improved attendance. There is a small positive impact of physical activity on academic attainment</p> <p>Physical activity EEF (educationendowmentfoundation.org.uk)</p>	<p>7</p>
<p>To provide an opportunity for children in Reception and throughout KS1 to make/eat breakfast, ensuring that they are ready to learn. To enhance social skills and offer more speaking and listening opportunities.</p>	<p>Evidence suggests schools running a free of charge, universal breakfast club before school delivered an average of 2 months' additional progress for pupils in Key Stage 1.</p> <p>Magic Breakfast EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2, 3, 4, 5, 6</p>

Total budgeted cost: £61,504.22

The amount received by the school is subsidised by the school's budget so that the best possible opportunities for all children eligible for the PPG is provided. This enables children to fulfil their full potential and achieve their best.

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.

Pupil Premium Grant (PPG) 2020/21 – STRATEGY (SPENDING IMPACT)

If children eligible for the PPG are required to self-isolate due to test and trace/ their school 'bubble' closing, full school closure or a local lockdown, all children eligible for PPG will receive home learning packs and provision will be made for those who do not have internet access. Food parcels will be packaged and delivered / made available for collection

Number of Pupils eligible for the Pupil Premium Grant during academic year 20-21 (from January 20 census data)	39
Percentage of School Population	14.7%
Funding for Financial Year April 2020- March 2021	£52,455 (£1,345 Per Pupil)

Tiered Approach	Identified Barriers to Learning	Targeted Approach	Estimated Cost	Actual Cost	Desired Outcome	Actual Impact																																																																				
Teaching	<p>Many disadvantaged children will have been affected during the COVID-19 pandemic. Limited access to internet, laptops and resources may have affected home school learning opportunities.</p> <p>Many disadvantaged children enter Reception with lower than average levels of Communication and Language skills.</p> <p>Many disadvantaged children enter Reception with lower than average levels of attainment in Prime areas and Reading, Writing and Maths.</p>	<p>Curriculum reviewed and catch-up curriculum implemented. Regular monitoring of subjects by Subject Leaders to ensure that teaching is of high quality and this practice is being shared regularly across school. CPD/ coaching provided in specific identified areas.</p> <p>CPD/Staff training included:</p> <ul style="list-style-type: none"> -Phonics -Metacognition -Early Number -Early Reading -Music -Art 	£0	£0 - in house training	<p>Every child receives high-quality first teaching in every lesson, every day.</p> <p>Rapid gains for pupils eligible for PPG, narrowing the gap between this group and non-PPG peers compared to baseline data and gaps due to missed learning during Covid-19 lockdown school closure.</p>	<p>High quality staff CPD has had a positive impact upon the quality first teaching offered to all pupils and has consequently supported the progress and attainment of PPG pupils.</p> <p>Reception:</p> <ul style="list-style-type: none"> -Reading: 93% of PPG pupils made at least expected progress -Writing: 93% of PPG pupils made at least expected progress -Number: 96% of PPG pupils made at least expected progress <p>End of EYFS data shows the gap between attainment for PP pupils and their non-PP peers has narrowed in all of these areas compared to baseline data:</p> <table border="1"> <thead> <tr> <th rowspan="2">Subject</th> <th colspan="3">Baseline</th> <th colspan="3">End of EYFS</th> </tr> <tr> <th>PP % (2020)</th> <th>Non-PP % (2020)</th> <th>Gap</th> <th>PP % (2021)</th> <th>Non-PP % (2021)</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>83</td> <td>79</td> <td>4%</td> <td>93</td> <td>92</td> <td>1%</td> </tr> <tr> <td>Writing</td> <td>83</td> <td>85</td> <td>2%</td> <td>93</td> <td>93</td> <td>0%</td> </tr> <tr> <td>Number</td> <td>91</td> <td>88</td> <td>3%</td> <td>96</td> <td>96</td> <td>0%</td> </tr> </tbody> </table> <p>End of KS1:</p> <ul style="list-style-type: none"> -Reading: 100% of PPG pupils made at least expected progress from EYFSP -Writing: 100% of PPG pupils made at least expected progress from EYFSP -Number: 100% of PPG pupils made at least expected progress from EYFSP <p>End of KS1 data shows the gap between attainment for PP pupils and their non-PP peers has narrowed in all of these areas compared to an entry to Reception baseline data:</p> <table border="1"> <thead> <tr> <th rowspan="2">Subject</th> <th colspan="3">Reception On entry Baseline</th> <th colspan="3">End of KS1</th> </tr> <tr> <th>PP % (2020)</th> <th>Non-PP % (2020)</th> <th>Gap</th> <th>PP % (2021)</th> <th>Non-PP % (2021)</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>80</td> <td>88</td> <td>8%</td> <td>100</td> <td>99</td> <td>1%</td> </tr> <tr> <td>Writing</td> <td>80</td> <td>88</td> <td>8%</td> <td>100</td> <td>99</td> <td>1%</td> </tr> <tr> <td>Maths</td> <td>90</td> <td>88</td> <td>2%</td> <td>100</td> <td>99</td> <td>1%</td> </tr> </tbody> </table>	Subject	Baseline			End of EYFS			PP % (2020)	Non-PP % (2020)	Gap	PP % (2021)	Non-PP % (2021)	Gap	Reading	83	79	4%	93	92	1%	Writing	83	85	2%	93	93	0%	Number	91	88	3%	96	96	0%	Subject	Reception On entry Baseline			End of KS1			PP % (2020)	Non-PP % (2020)	Gap	PP % (2021)	Non-PP % (2021)	Gap	Reading	80	88	8%	100	99	1%	Writing	80	88	8%	100	99	1%	Maths	90	88	2%	100	99	1%
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Targeted Academic Support	<p>Many disadvantaged children will have been affected during the COVID-19 pandemic. Limited access to internet, laptops and resources may have affected home school learning opportunities.</p> <p>Many disadvantaged children enter Reception with lower than average levels of Communication and Language skills.</p> <p>Some children eligible for the Pupil Premium Grant have lower levels of engagement including low self-confidence, affecting how they view themselves as learners.</p> <p>Many disadvantaged children enter Reception with lower than average levels of attainment in Prime areas and Reading, Writing and Maths.</p>	<p>Small group intensive interventions and booster sessions led by experienced senior teachers (Deputy/Assistant Head Teachers), focussing on Maths, Reading, Writing (including Moving & Handling for Reception) and Phonics skills. (equivalent to 3 day per week for this group of learners)</p>	£11,700 % of AHT/DHT salary (including £7000, % of intervention teacher salary)	£11,700 % of AHT/DHT salary (including £7000, % of intervention teacher salary)	<p>Rapid gains for pupils eligible for PPG, narrowing the gap between this group and non-PPG peers, in comparison with their 2018-19 data/baselines.</p> <ul style="list-style-type: none"> - Reception: At least 90% PPG pupils will make at least expected progress in these areas. - A higher % PPG pupils will meet end of Key Stage expectations in Year Two compared to individual starting points. - A higher % of PPG pupils will achieve the benchmark in the phonic screening test, compared to individual starting points. 	<p>Due to Covid-19 restrictions/guidelines and our school risk assessment, across year group interventions were unable to be offered from March 2021 due to school bubbles reducing in size to class bubbles only, therefore these interventions were adopted from March 21 or did not continue following the January 2021 lockdown.</p> <p>Children identified as requiring additional support were signposted to either an adapted bubble out of class intervention or specific in class interventions/additional support.</p> <p>Reception:</p> <ul style="list-style-type: none"> -Reading: 100% of PPG pupils made at least expected progress -Writing: 93% of PPG pupils made at least expected progress -Number: 96% of PPG pupils made at least expected progress <p>Year Two:</p> <ul style="list-style-type: none"> -Reading: 87% of PPG pupils met the end of KS1 expected standard compared to 30% of PPG pupils working at EXS on entry in Reception -Writing: 73% of PPG pupils met the end of KS1 expected standard compared to 20% of PPG pupils working at EXS on entry in Reception -Maths: 74% of PPG pupils met the end of KS1 expected standard compared to 30% of PPG pupils working at EXS on entry in Reception <p>Phonics Screening Check:</p> <ul style="list-style-type: none"> -Year One: pupils did not complete the Phonics Screening check this year due to Covid-19 -Year Two: pupils completed the PSC in Year Two in Dec 20 (taken this year due to Covid-19 lockdown last year) 93% of PPG pupils met the benchmark- a higher percentage compared to individual starting points. <p>(Individual intervention breakdown can be found in the 'Intervention Tracking and Analysis' document.)</p>
	<p>Targeted in-class interventions led by a TA for at least 60 minutes per day, as directed by the class teacher, to support children eligible for PPG with a varying range of needs and abilities, across the whole school. These will include:</p> <ul style="list-style-type: none"> - Phonics Groups - Writing Support Groups - Handwriting Groups - Maths support - Extra Reading on a 1:1 basis - Self-confidence and efficacy support for identified learners 	£20,427 % of TA salary	£20,427 % of TA salary	<p>Rapid gains for pupils eligible for PPG, narrowing the gap between this group and non-PPG peers, in comparison with their 2018-19 data/baselines.</p> <ul style="list-style-type: none"> - Year One: A higher % of PPG pupils will achieve the benchmark in the phonic screening test, compared to individual starting points. - Year Two: A higher % PPG pupils will meet end of Year Two expectations compared to end of Year One data. <p>Children will have improved self-confidence and efficacy, impacting positively on their mental health and wellbeing, ensuring they are ready to learn.</p>	<p>Year One:</p> <ul style="list-style-type: none"> -Reading: 87% of PPG pupils met the end of KS1 expected standard compared to 30% of PPG pupils working at EXS on entry in Reception -Writing: 73% of PPG pupils met the end of KS1 expected standard compared to 20% of PPG pupils working at EXS on entry in Reception -Maths: 74% of PPG pupils met the end of KS1 expected standard compared to 30% of PPG pupils working at EXS on entry in Reception <p>Phonics Screening Check:</p> <ul style="list-style-type: none"> -Year One: pupils did not complete the Phonics Screening check this year due to Covid-19 -Year Two: pupils completed the PSC in Year Two in Dec 20 (taken this year due to Covid-19 lockdown last year) 93% of PPG pupils met the benchmark- a higher percentage compared to individual starting points. <p>Teachers reported that children's self-confidence and efficacy has improved which has impacted positively on their mental health and wellbeing, ensuring they were ready to learn and consequently made high rates of progress.</p>	

		<p>Targeted daily in-class and out of class interventions led by a TA directed by the Early Years Team Leader, to support children eligible for PPG with a varying range of needs and abilities, across Reception.</p> <p>These will include:</p> <ul style="list-style-type: none"> - Fine and gross motor skills including mark making skills (Moving & Handling) - Phonics - Counting and basic number skills - Speaking and Communication (including "Bucket" and "Time to Talk" groups) - Social communication/Friendship/Independence skills (Health & Self Care) 	£7000 % of TA salary	£7000 % of TA salary	Rapid gains for pupils eligible for PPG, narrowing the gap between this group and non-PPG peers compared to baseline data.	End of EYFS data shows the gap between attainment for PP pupils and their non-PP peers has narrowed in all of the areas highlighted on the left compared to baseline data
	Additional Library Support	Provision of a specifically trained member of staff to deliver a highly effective Literacy intervention in/ out of school hours to enable all children to achieve their full potential. (Focus Year: Two PPG children)	£800 – delivery of sessions	£0	Raised attainment and rapid gains for identified pupils in English.	This intervention was unable to take place/be offered due to COVID-19 bubble restrictions/publicities
	Additional Reading 1:1	Provision of a volunteer (trained teacher) to support and actively teach reading to those who may not read regularly at home. This is to supplement reading opportunities already offered within the school day.	£0	£0	Improved levels of confidence and enthusiasm in reading, impacting positively on progress and attainment in this area.	<p><u>Year One December data:</u> 94% of PPG pupils made at least expected progress in Reading Sept 20-Dec 20.</p> <p><u>Year Two December data:</u> 100% of PPG pupils made at least expected progress in Reading Sept 20-Dec 20.</p> <p>Teachers reported they had observed children's levels of confidence and enthusiasm in reading had improved, impacting positively on progress and attainment in this area.</p> <p>Due to Covid-19 restrictions/publicities and our school risk assessment, volunteers were unable to support in school from March 2021, therefore this intervention did not continue following the January 2021 lockdown.</p> <p>Children identified as requiring additional Reading support were signposted to specific in class interventions/additional support.</p>

See below data table for comparisons:

Subject	Baseline			End of EYFS		
	PP % eOG	Non-PP % e OG	GAP	PP % eOG	Non-PP % e OG	GAP
Moving & Handling	33	32	1%	76	85	9%
Phonics	27	23	4%	73	81	8%
Reading	27	23	4%	73	81	8%
Writing	22	20	2%	43	76	33%
Counting	48	33	15%	88	89	0%
Learning & Attention	27	23	4%	73	81	8%
Health & Self Care	48	33	15%	73	70	3%
Working Memory/Inhibition	48	33	15%	88	85	3%

<p>Some families lack the resources to enable to support their young children's learning effectively.</p> <p>Many disadvantaged children will have been affected during the COVID 19 pandemic. Limited access to internet, laptops and resources may have affected home school learning opportunities.</p>	Home-School Learning Packs	<p>All children eligible for the Pupil Premium Grant will be given a home-school learning pack, including basic equipment to support learning at home including pencils, paper, a whiteboard and pen, counting equipment and support tools, phonics flash cards, word cards and books.</p> <p>If required to self-isolate due to test and trace/ their school 'bubble' closing, full school closure or a local lockdown, all children eligible for PPG will receive home learning packs and provision will be made for those who do not have internet access.</p>	£180.42	£0 – whole school received home learning packs this year to support learning at home – funded by Catch up/Recovery funding	<p>Children and their families will have the necessary and basic equipment to practice and consolidate key concepts and skills learned throughout the school day, particularly in reading, writing and maths.</p> <p>This will lead to improved outcomes for this group of learners and increase their rate of progress, narrowing the gap between them and their non-disadvantaged peers.</p>	<p>Home School Learning packs were provided for all children across the school. During partial school closure/bubble closure/self-isolation, remote learning packs were provided – this enabled all children to access the school curriculum and complete home learning.</p> <p>To ensure that barriers to digital access were overcome for all groups of pupils (including pupil eligible for the PP grant), the school loaned laptops/tablets to pupils who did not have access to an appropriate device – this enabled all children to access the school curriculum and complete home learning.</p> <p>The school also provided BT Wi-Fi Hotspot vouchers to those families who did not have access or adequate access to Wi-Fi to enable them to access remote learning.</p>
<p>Research shows that nationally, some children from disadvantaged backgrounds have a reduced use of vocabulary and often limited language skills, compared to their non-disadvantaged peers</p> <p>Baseline assessments following school closure indicate some children from disadvantaged backgrounds have returned to school with lower levels of speaking and listening and vocabulary compared to their non-disadvantaged peers.</p>	Speech and Language Intervention	A structured intervention programme to boost communication and build language skills that are a basis for accessing all other aspects of the curriculum. This intervention will increase the achievement of learners, improve the quality of teaching and further develop pupil's behaviour for learning.	£1677 % of TA salary	£1677 % of TA salary	Children eligible for the PPG, who have been identified as having additional speech and language needs, will make at least expected progress in their 'Speaking and Listening' levels from their individual starting points.	<p>Children who were identified with specific speech and language needs were signposted to this intervention either in a small group or 1:1.</p> <p>All children who received this intervention/support made individual progress towards their SALT target/group target.</p> <p>100% of PPG pupils achieved their SALT targets</p>

Wider Strategies	Targeted children eligible for the Pupil Premium Grant, require additional provision to support with attachment and well-being. Sometimes children also need support with emotional and behavioural challenges. Levels of wellbeing and confidence impacts on levels of progress and attainment across the curriculum. Children will have had differing experiences during the COVID 19 pandemic, some will not have left the family home for months, had limited contact with others.	School Counsellor & Home/School Support Worker	Provision of a trained counsellor to work with identified pupils with specific emotional needs which are creating a barrier to their learning (individual and group sessions). Following the increased need due to Covid-19, this provision has now been increased to 4 days a week. Support for parents through counselling, advice and home visits to improve relationships between home/school in order to improve educational outcomes for PPG children.	£5582	£5582	Social, emotional and mental health support for pupils and their families. Promoting well-being and readiness for learning. Pupils and families who are struggling with a variety of differing needs will be able to access specialist support. This will ensure that all pupils have the opportunity to make at least good progress, despite home life situations. Nurture groups will promote positive attitudes and enhance pupils' self-efficacy.	Children who were identified with specific social, emotional or mental health needs were signposted to this intervention either in a small group or 1:1. Teachers and parents reported that this intervention has supported children with their learning behaviour in the classroom and contributed to raised level of progress and attainment in relation to their individual starting points.
	Some families require additional support to improve attendance for their children, allowing them to access the full provision at school.	Educational Welfare Officer	Provision of a trained officer, through Team EWO7, to work with pupils and families to improve attendance in order to accelerate levels of progress and attainment.	% of EWO cost £1500	% of EWO cost £1500	Attendance will be improved for this group of learners, impacting positively on rates of progress and levels of achievement.	Attendance for this group of pupils was 96.2% this above both the National Average for this group of pupils (92.5%) and the National Average for all pupils (95.8%). EWO involvement for 1 child eligible for the PP grant during this period. A marked improvement on last year's attendance for this group of pupils 89%. This improved attendance has consequently impacted positively on rates of progress and levels of achievement for this group of pupils.
	Some children have limited access to enrichment activities and experiences, outside of school, which could limit limiting aspirations and future choices.	Educational Experiences In/out of school	All children have access to and benefit from experiences on offer regardless of their financial situation through subsidy of educational experiences in/out of school / trips (if requested). This will ensure all children are able to participate in all aspects of our personalised curriculum.	£500	£0 - trips were unable to be offered due to COVID 19 restrictions/guidelines	Raised attainment and outcomes for children eligible for the PPG. Broad and rich experiences, promoting opportunities to learn about the world around them and to experience and explore future interests/employment.	Trips were unable to be offered due to COVID-19 restrictions/guidelines
	Children will have had differing experiences during the COVID 19 pandemic, some will not have left the family home for months, had limited contact with others and no access to outdoor space.	Extra-Curricular Activities and Clubs	All children will have access to and benefit from after-school activities on offer, regardless of their financial situation through subsidy of club fees by the school (if requested). This will ensure all children are able to participate in all aspects of school life, including children eligible for the PPG, who have been identified as having a particular aptitude or talent, but may not have regular access to these activities.	£1500	£275	Broader and richer experiences, promoting opportunities to learn about the world around them and to experience and explore future interests/employment. This will impact positively on children's well-being and mental health, including promoting a positive self-image. Attitudes to learning, progress and attainment within school will improve as a result.	Due to Covid-19 bubble restriction and guidelines, clubs were only able to be offered during Summer 2. Clubs and extra-curricular activities were offered in the first half of the Summer term. 11 places across 4 different clubs were taken up by children eligible for the PP grant. Clubs/activities included: Multi-skills, Musical Theatre, Art Club and Modern Dance. These experiences impacted positively on children's well-being and mental health and enabled them to experience broader and richer opportunities. Some of the children took up places or were offered places as they had been identified as having a particular talent in one of these areas. By attending these clubs these children were able to build upon and enrich their talents further.
Some families require support to ensure their children are ready to learn at the start of each school day. Children will have had differing experiences during the COVID 19 pandemic. Children may have experienced food poverty.	Swimming	All Key Stage One children will have access to swimming lessons to promote important life skills and a healthy lifestyle regardless of their financial situation through subsidy of lessons/equipment by the school (if requested).	£400	£0 - Swimming provision was unable to be offered due to COVID 19 restrictions/guidelines	Children will have full access to the school curriculum, supporting their physical development and providing them with opportunities to enhance their social, emotional and physical skills. Raised awareness amongst the school community of the need to reduce obesity	Swimming provision was unable to be offered due to COVID-19 restrictions/guidelines.	
	School Milk	As requested by parents, school milk cost can be subsidised in order to maximise wellbeing/ readiness for learning.	£150 (based on previous year's PP take-up)	£297.34	To provide children with a healthy diet and ensure children are ready to learn.	School milk cost was subsidised for 6 children. This provided children with a healthy diet and ensured children were ready to learn.	
	Toast Bar /& Early Birds	To provide an opportunity for children in Reception and throughout KS1 to make/ eat breakfast, ensuring that they are ready to learn. To enhance social skills and offer more speaking and listening opportunities.	% spending on supplies - £200 £800 on delivery	£40.88	Children will be ready to learn and have an opportunity to enhance their social skills and speaking and listening opportunities.	Toast bar was available each week for Reception children. This enabled children to make/ eat breakfast, ensuring that they were ready to learn. Early birds club was unable to take place/ be offered due to COVID 19 bubble restrictions/guidelines	
	Provision of Uniform/ resources/ equipment	To provide books bags, uniform, PE Kits, swimming kits and other clothing needed for school, for disadvantaged families. Subsidised school uniform can be requested by parents of children eligible for the PPG or may be identified as a need by members of school staff.	£100	£196.74	Children will be ready for learning and feel confident that they are equal to their peers. Children will be safe and warm and ready to learn in all situations.	Children eligible for the PPG were offered book bags free of charge. Some were also provided with uniform, PE kits and water bottles this year, enabling children to feel confident and in line with their peers. It also ensured that all children could be included in all parts of school life including PE.	
	The amount received by the school is subsidised (if needed) by the school's budget so that the best possible opportunities for all children eligible for the PPG is provided. This enables children to fulfil their full potential and achieve their best.			Estimated Total £52,816.42	Actual Total £48,635.96		
			Total PPG Funding received £52,455.00				
			Carry forward £3,819.04				

Externally provided programmes

Programme	Provider