



St James' C of E Primary School - 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.

This is supported by the St James' Primary School 3 Year long-term pupil premium strategy where we aim to impact long term using funds. 2021-2022 is the third year of this strategy.

School overview

Detail	Data
School name	St James' C of E Primary
Number of pupils in school	417
Proportion (%) of pupil premium eligible pupils	7.91%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2019/2020 to 2021/2021
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Lisa Harford
Pupil premium lead	Sarah McKenzie
Governor / Trustee lead	Dr T Govender

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£45,315
Recovery premium funding allocation this academic year	£4,932
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£50,247

Part A: Pupil premium strategy plan

Statement of intent

‘Inspiring and growing for fullness of life’.

At St James’ this statement really matters and is fundamental to our vision of the journey that pupils take at our school. We provide the highest quality education within the context of caring Christian belief and practices. Our children are all individual and unique; they have all been and are going on a different journey but our mission is to ensure that we develop the whole child, by implementing a blend of short, medium and long-term interventions. We believe in maximising the use of the pupil premium grant (PPG) by utilising a long-term strategy aligned to the SDP resulting in wider school improvements and increased readiness to learn. This also enables our children to grow for ‘Fullness of Life’, equipping them with skills to prepare them for the next stage in their education.

Overcoming barriers to learning is at the heart of our PPG use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per pupil in receipt of the PPG. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

Our priorities

Setting priorities is key to maximising the use of the PPG. Our priorities are as follows:

- Ensuring high quality teaching in every class
- Closing the attainment gap between disadvantaged pupils and their peers
- Providing targeted academic support for pupils who are not making the expected progress
- Addressing non-academic barriers to attainment such as attendance and behaviour
- Ensuring that the PPG reaches the pupils who need it most

Challenges

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

Challenge number	Detail of challenge
1	<p>Some PP may not be working at an age related level and have conceptual gaps or misconceptions (reading, writing, maths)</p> <p>There are some knowledge gaps leading to pupils not making the expected progress and some falling below age-related expectations.</p>
2	<p>In some cases, learning skills may need developing – concentration and focus skills, attitude to learning, attachment disorder and associated needs, organisation, commitment, resilience</p> <p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among some disadvantaged pupils. These are evident in Reception and KS1 and in general, are more prevalent among our disadvantaged pupils than their peers.</p>
3	<p>Early language and reading skills, speech and language skills, phonics, writing for all including previously high attaining pupil premium pupils</p> <p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. In EYFS and KS1, in some cases, there is a lack of engagement with reading at home.</p>
4	<p>Some PP children have high anxiety levels as a result of their backgrounds, starts to life or experiences. Some have differing levels of attachment disorder and emotional intelligence and a variety of teaching styles and approaches are needed to help them feel safe and in control.</p>
5	<p>Multiple needs for some PP children (some with SEND and EHCPs). 21% of our PP children are on the SEND register.</p> <p>Some disadvantaged children currently require additional support with social and emotional needs.</p>
6	<p>Social and emotional needs for some children and their families. Children require additional support with social and emotional needs and some are receiving small group interventions.</p>
7	<p>Lack of focus and confidence due to poor mental health and wellbeing</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
Improving teaching and learning for all pupils means that attainment and progress for all is improved	<ul style="list-style-type: none"> ○ Staff continually reflect on more aware of T&L practice and improve aspects so that children learn more and remember more ○ T&L continually improves and links to current research ○ Feedback and marking impact positively on learning ○ Pupil lead learning successfully – they are able to discuss the impact ○ Y1 supports learning from EYFS to Year 2 ○ In July 2022: <ul style="list-style-type: none"> ● At least 80% of children in receipt of PPG will achieve the expected standard in the Y2 Phonics Screening Check ● At least 60% of children in receipt of PPG will achieve ARE in Reading at the end of KS1, with at least 20% achieving GDS ● At least 60% of children in receipt of PPG will achieve ARE in Writing at the end of KS1 ● At least 80% of children in receipt of PPG will achieve ARE in Maths at the end of KS1 ● At least 80% of children in receipt of PPG will achieve ARE in Reading, with at least 50% achieving GDS at the end of KS2. ● At least 77% of children in receipt of PPG will achieve ARE in Writing at the end of KS2 ● At least 80% of children in receipt of PPG will achieve ARE in Maths at the end of KS2, with at least 10% achieving GDS at the end of KS2.
Develop pupils leading learning to further develop greater depth	<ul style="list-style-type: none"> ○ Greater depth in maths, reading and writing is supported by an effective curriculum ○ Drivers, from our Spiritual Wheel, will be purposeful, underpin and enhance the curriculum. ○ Mastery approach - structure of Maths lessons gives all children the opportunity to progress through Do It, Twist It, Stretch It - carefully crafted lessons providing support and challenge where needed ○ Children's work will show progression and they will learn and remember more ○ Magenta and Kagan principles embedded to give the children tools for learning, developing their resilience to 'have a go' and develop independent thinking and approaches, creating opportunities for all to achieve. Most children will be able to explain their thinking with more than one method/solution ○ Maths standards improve (raised % GD depth) ○ Children who are struggling to evidence their reasoning and problem solving skills will be identified in each phase and interventions put in place accordingly (PIC meetings) ○ Progress rates at end of KS2 show an upward trend ○ Reading standards improve for all groups ○ Consistent systems for whole class guided reading established ○ Greater depth opportunities evident in pupils' books

To further develop an understanding of the teaching of reading, from EYFS to Y6 with a focus on understanding the development of phonics and early reading to reading for meaning through higher level skills in preparation for KS3	<ul style="list-style-type: none"> ○ Reading standards improve for all groups ○ Consistent systems for whole class guided reading established ○ Opportunities for children to explore texts at a deeper level and be exposed to quality, rich texts of aspirational levels. ○ Pupils read regularly (4 x a week) outside of normal class reading. Pupils, who are identified as priority readers, will have opportunities for additional reading in school. ○ Guided reading sessions will include elements of retrieval, meaning and inference and some resources from Power of Reading will be used. Quantity/quality of reading will be tracked each week ○ Greater Depth opportunities evident in pupils' books ○ Teachers will read to their classes, from high quality children's literature, every day.
To develop opportunities for oracy across the school; phonic development and support in EYFS, Y1 and Y2	<ul style="list-style-type: none"> ○ To embed P4C across the school ○ To embed and sustain a reading culture that ensures all pupils read regularly and develop 'a love of books.' ○ Pupils read regularly and have access to high quality texts within guided reading ○ Pupils will have Twist It and Stretch It tasks to develop mathematical language and reasoning skills. ○ Opportunities for reasoning and explanations in Twist It and Stretch It activities. ○ 'Big Questions' will be posed and explored through P4C sessions and Picture News sessions. ○ Kagan approaches used to improve speaking and listening ○ Kagan structures used across the curriculum to increase opportunities for collaborative learning and oracy.
To have rigorous basic skills approaches in place for maths, phonics, reading, spelling and grammar	<ul style="list-style-type: none"> ○ Pupils will make (or exceed) expected progress in English and maths. ○ All staff will receive appropriate CPD to facilitate development and high quality teaching - Kagan Levels 1 and 2; DGAT; Balcarras Learning Partnership, GLOW Maths. ○ Teachers will use accurate formative assessment to adapt teaching sequences and approaches to pupil need. ○ Teachers will give pupils weekly opportunities to consolidate key skills in phonics, spelling, reading and maths (e.g. Jane Considine Spelling Book, Power of Reading, 1:1 reading, Maths Meetings)
One-to-one and small group support for disadvantaged pupils: creating additional teaching and learning opportunities using TA	<ul style="list-style-type: none"> ○ Increased number of EYFS pupils reaching a good level of development on exit of EYFS ○ Phonic outcomes improved for PP children in KS1 ○ All KS1 pupils will make at least expected progress in years 1 and 2 ○ All KS2 pupils will make at least expected progress in years 3-6 ○ All KS2 pupils to be on target to be at least secondary ready at the end of KS2 ○ Children in receipt of PPG will 'keep up' with non-PPG children
Greater staff knowledge and understanding to support adopted	<ul style="list-style-type: none"> ○ Staff understanding increased, pupils feel safer in school, staff training in place to support some difficult needs ○ Successful TIMPSON project and CPD on ACES - supports the development of relationships and resilience.

pupils and promote learning; develop a holistic approach to supporting pupils via the TIMPSON research project; improve social and emotional outcomes for children and their families; support emotional needs of pupils so that they make better progress in their learning	<ul style="list-style-type: none"> ○ Attachment project and associated training, supervision and workshops taken place ○ School keeps up to date with local services to support children and families. Sign posting and referring where appropriate, e.g. Early Help, Play Therapy, Teens in Crisis ○ Needs identified and referrals made when appropriate
To develop a policy and practice to support mental health and wellbeing in children and adults	<ul style="list-style-type: none"> ○ Children are able to tackle challenges well, they are more resilient – pupil conferencing ○ School uses 5 ways to wellbeing ○ Family uptake in supporting them with healthier lifestyles increases ○ Mental health policy and practice developed ○ E-safety at home supported effectively – parents' feedback
Ensure that PP children have the same opportunities for enrichment outside of the curriculum that non PP children get.	<ul style="list-style-type: none"> ○ All children will participate in school residential trips ○ Children will attend a range of school based clubs ○ Opportunities for enrichment

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: **£2240**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> ○ CPD to develop the coaching groups and develop confidence which will enable: 	There is some evidence that collaboration can be supported with competition between groups, but	1, 2, 3, 4

<ul style="list-style-type: none"> ✓ building staff confidence in analysing own teaching practice so that they identify areas to develop in T&L ✓ use of video to analyse teaching and learning and use as a discussion tool ✓ Video analysis to form part of professional dialogue ○ Magenta Principles and Kagan active learning strategies will be embedded in our teaching across the curriculum – Kagan Day 3 training INSET in September 2021. 	<p>this is not always necessary, and can lead to learners focusing on the competition rather than the learning it aims to support. Most of the positive approaches include the promotion of talk and interaction between learners.</p> <p>The evidence indicates that groups of 3–5 is most effective for collaborative learning approaches – there are smaller positive impacts for both paired work and collaborative learning activities with more than 5 pupils in a group. There is also some evidence that collaborative learning approaches are particularly promising when used to teach science.</p> <p>Collaborative learning approaches EEF (educationendowmentfoundation.org.uk)</p>	
<p>Purchase of standardised diagnostic assessments.</p> <ul style="list-style-type: none"> ○ Training for staff to ensure assessments are interpreted and administered correctly. ○ GL Assessments Autumn 2021 	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1,2,3
<ul style="list-style-type: none"> ○ Mastery in Maths will be refined and embedded across the school. 2x teachers from the Maths team will be part of the GLOW Maths Teaching and Research Group – Sustaining Teaching for Mastery (Y3 of the project) ○ Pay for annual membership for Can Do Maths ○ We will continue to use the vocabulary resources provided by Can Do Maths for each unit ensuring they are displayed on our Maths working walls. As well as improving oracy, this vocabulary will help them with their reasoning in written responses: <ul style="list-style-type: none"> ✓ What will I hear? What will I say? ✓ Generalised sentences. ✓ Sentence Stems ✓ Essential Vocabulary 	<ol style="list-style-type: none"> 1. Mastery learning is a cost-effective approach, on average, but is challenging to implement effectively. Schools should plan for changes and assess whether the approach is successful within their context. 2. A high level of success should be required before pupils move on to new content – it is crucial to monitor and communicate pupil progress and to provide additional support for pupils that take longer to reach the required level of knowledge. 3. Mastery learning approaches are often associated with direct instruction, but many of the high impact studies identified included elements of collaborative learning. 4. There is large variation behind the average impact – mastery learning approaches have consistently positive impacts, but effects are higher for primary school pupils and in mathematics. <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p>	1,2,3,4

<ul style="list-style-type: none"> ○ Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. ○ We will fund ongoing teacher training and release time, e.g. NELI, Voice 21. ○ Continue to embed P4C into school life – worship, curriculum – at least 20 mins per week ○ Use long term curriculum planning documents to ensure consistent use of vocabulary ○ We will continue to use the vocabulary resources provided by Can Do Maths for each unit ensuring they are displayed on our Maths working walls. As well as improving oracy, this vocabulary will help them with their reasoning in written responses: <ul style="list-style-type: none"> ✓ What will I hear? What will I say? ✓ Generalised sentences. ✓ Sentence Stems ✓ Essential Vocabulary 	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	<p>3,5</p>
<ul style="list-style-type: none"> ○ Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. 	<p>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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</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>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>1,3</p>

<ul style="list-style-type: none"> ○ Prioritise class reader every day (20 mins) - we also use these sessions to focus on the skills of prediction and summary. ○ Support any year groups as appropriate with implementing whole class guided reading. ○ Continue to ensure there are plenty of opportunities for priority readers to share books with adults – these will be identified on the PIC forms. ○ Staff to monitor progress on Reading Eggs ○ Pastoral Team to carry out reading age assessments with PP children as a baseline and progress measure. ○ Use ‘Evidence Sums’ to support the children with detailed responses. ○ Rich texts used throughout all year groups – consider mapping choices for each year group. English team will be aware of choices across the school ○ Whole class guided reading will continue to be used consistently. 	<p>1. Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.</p> <p>2. It is important to identify the appropriate level of text difficulty, to provide appropriate context to practice the skills, desire to engage with the text and enough challenge to improve reading comprehension.</p> <p>3. Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers. Pupils can struggle with decoding words, understanding the structure of the language used, or understanding particular vocabulary, which may be subject-specific.</p> <p>4. A wide range of strategies and approaches can be successful, but for many pupils they need to be taught explicitly and consistently.</p> <p>5. It is crucial to support pupils to apply the comprehension strategies independently to other reading tasks, contexts and subjects.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	1,2,3
<ul style="list-style-type: none"> ○ Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance and resources being developed by Can Do Maths. ○ We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching and Research Group for Sustaining Mastery – KH/SM). ○ Continue to monitor the impact of teaching for mastery in Maths and develop the use of Maths on Track sessions to improve recall and fluency. 	<p>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:</p> <p>Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	1,2,3
<ul style="list-style-type: none"> ○ Our approach to spelling will be a priority during 2021/22. 	<p>The Spelling Book is not a scheme, it’s more a way of teaching spelling that relies on teachers to bring the ‘wonder of words’ to life. The Spelling</p>	1,3

<p>We will be using Jane Considine's 'The Spelling Book' as a resource. Spelling will be taught using a two week cycle – week 1 will be an investigation (deep, slow, pattern finding) and a 'Go Grapheme Grafters' session (interleaving and practice; week 2 will have 5x10 min daily fast tasks. There will be no weekly spelling test in the traditional way. The children will also have a 'Focus Five' which will be their personal hit list of spellings to focus on.</p>	<p>Books provide structure and support to teachers whilst allowing enough room for creativity, ensuring that all National Curriculum fundamentals are covered. The Spelling Book system exceeds all expectations around making the teaching of spelling effective, and 'stick-able', for children.</p> <p>All of the concepts, activities and tasks within the books have been designed to increase 'stickability' and retention of vocabulary. The system is built on strong phonic foundations and includes a range of deep exploratory investigations, alongside short-burst 'chunked' revision activities.</p> <p>https://www.janeconsidine.com/the-spelling-book-training</p>	
<ul style="list-style-type: none"> ○ Improve the quality of social and emotional (SEL) learning. ○ SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff. 	<p>There is extensive evidence associating 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>EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)</p>	4,5,6

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

Budgeted cost: **£44,552**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> ○ The continued employment of Pupil Premium TAs to provide targeted academic support in EYFS, KS1 and KS2 ○ Target pupils make good progress and begin to close the attainment gap. Time given to all pupil premium children either individually or in small groups. ○ Daily support in EYFS to support vulnerable children with gaps in learning shown in baseline and likely to not make the expected standard (1hr per day) 	<p>'Some pupils may require additional support alongside high-quality teaching in order to make good progress. The evidence indicates that small group and one to one interventions can be a powerful tool for supporting these pupils when they are used carefully'.</p> <p>https://educationendowmentfoundation.org.uk/supportfor-schools/school-improvement-planning/2-targetedacademic-support</p>	1,2,3,4

<ul style="list-style-type: none"> ○ Additional support to help narrow the gap in Y1/Y2 (2 hours per day) ○ Early Writing focus for PP children who are not expected to be at ARE by end of year (x2 afternoons per week 1:1 support) ○ Additional support to help narrow the gap in Y3-Y6 (3 hours per day) ○ Put in support to close gaps in learning and knowledge as a result of missed schooling (COVID) ○ Support identified by PP team for new pupils and Reception pupils who will not have been identified for funding ○ Track progress and the impact of interventions closely through PIC meetings – slight adaptations to proforma regarding provision for PP children. ○ PP/pastoral team to meet regularly to review provision and impact. ○ Progress of children will be tracked closely in year groups through PIC meetings which will inform interventions and enable gaps in learning to be identified – extra section added to the PIC forms to improve the provision and monitoring for PP and vulnerable children even further. ○ 		
<ul style="list-style-type: none"> ○ The continued employment of Pupil Premium TAs to provide targeted social and emotional support in EYFS, KS1 and KS2, e.g. Drawing and Talking 	<p>‘Some pupils may require additional support alongside high-quality teaching in order to make good progress. The evidence indicates that small group and one to one interventions can be a powerful tool for supporting these pupils when they are used carefully’.</p> <p>https://educationendowmentfoundation.org.uk/supportfor-schools/school-improvement-planning/2-targetedacademic-support</p>	4,5,6,7
<ul style="list-style-type: none"> ○ The continued employment of a TA to deliver the NELI intervention in YR ○ Communication and Language, in particular SPEAKING, will be an area for focus and development – we provide a language rich environment in Reception, ensuring excel- 	<p>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>	3

<p>lent modelling of language structures and with a focus on vocabulary development. Listening, Attention and Understanding are also areas to consider due to the missed school-readiness from pre-school settings</p>	<p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver.</p> <p>In England, positive effects have been found in studies where teaching assistants deliver high-quality structured interventions which deliver short sessions, over a finite period, and link learning to classroom teaching, such as: NELI</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	
<ul style="list-style-type: none"> Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. 	<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>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1,3
<ul style="list-style-type: none"> Maths assessments – Remember Its and Ready to Progress results will be recorded on INSIGHT to enable the maths team, SENDCo, PP lead and pastoral team to monitor in addition to teachers’ judgements. Low stakes quizzes will be a new resource added by Can Do Maths – these will be introduced and used. Maths team to explore how the MOT sessions are being used, e.g. deliberate practice, arithmetic, times tables, known facts... 	<p>Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p> <p>Memorisation and repetition of key facts (times tables and number bonds etc.) are important aspects of learning.</p>	1,2

<ul style="list-style-type: none"> ○ KAGAN training for all staff (3rd Sept 2021) – use these structures to ensure active and collaborative learning. ○ Baseline data has been used to identify pupils needing support to secure basic understanding of some early aspects of number, however the new White Rose Maths for Reception, which ensures coverage of the Early Adopter Curriculum, will support all children in this 	<p>Evidence from cognitive science research suggests that learning key facts so they can be recalled automatically ‘frees up’ working memory. It can then focus on more complex problem solving, rather than reaching cognitive overload trying to calculate simple operations. In terms of procedural fluency and conceptual understanding, one should not be prioritised over the other. Learning is most effective when the two are fully integrated.</p> <p>https://www.ncetm.org.uk/teaching-for-mastery/mastery-explained/supporting-research-evidence-and-argument/</p> <p>Mathematical Language</p> <p>Teaching children precise mathematical language and insisting upon its use supports children's ability to think mathematically. Having the language and using it empowers children's ability to think about the concept.</p> <p>https://www.ncetm.org.uk/teaching-for-mastery/mastery-explained/supporting-research-evidence-and-argument/</p>	
<ul style="list-style-type: none"> ○ Engaging with the School Led 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. ○ TAs/teachers to lead the school led tutoring sessions (ratio of 1:3) – 60 children will be able to access the tutoring. ○ Some of the Recovery Premium will be used to fund 25% of the cost 	<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>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1,2,3,4
<ul style="list-style-type: none"> ○ Booster sessions: ○ Tuition afterschool x 10 weeks for pupils in Y6 to support any areas of 	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils</p>	1,2,3,4

<p>development in Reading, Writing and Maths - 14 year 6 pupils</p> <ul style="list-style-type: none"> Consider catch up funding and use of NTP providers – e.g. White Rose tutors. 	<p>or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	
--	---	--

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

Budgeted cost: **£3,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole staff training on emotion coaching and approaches outlined in our relationships policy to maintain positive relationships across the school.</p> <p>Support for pupils' emotional needs through weekly talking and drawing. Pupils identified by the pastoral team.</p> <ul style="list-style-type: none"> Continue to be a Trail Blazer school Support emotional needs of pupils so that they make better progress in their learning - sessions with KW The Young Minds Matter (Trailblazer) support is being accessed by children when appropriate in school Children's personal, social and emotional development is supported, as well as their communication and language skills. <p>RD, KW and teachers are able to use the BOXALL profile to check on the emotional and social development of individuals and groups of children</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	5,6,7
<ul style="list-style-type: none"> Improve persistent absenteeism rates for pupils through targeted family support. <p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	6.7

<ul style="list-style-type: none"> ○ To embed statutory PSHE requirements regarding Health Education, Relationships Education and RSE and to teach about mental health and emotional wellbeing through PSHE education. ○ Police Visits will happen again this year to discuss e-safety, online relationships, peer pressure, drugs (3x 1.5hr visits) ○ Use of signposting, GCC website, Early Help ○ Children are able to access the support from YMM and TIC+ ○ RD, KW and teachers are able to use the BOXALL profile to check on the emotional and social development of individuals and groups of children 	<p>The evidence shows that personal, social, health and economic (PSHE) education can improve the physical and psychosocial well-being of pupils. A virtuous cycle can be achieved, whereby pupils with better health and well-being can achieve better academically, which in turn leads to greater success. • Taking a whole school approach to health and well-being is linked to pupils' readiness to learn. A recent review of the link between pupil health and wellbeing and attainment advocated promotion of health and well-being as an essential element of a school's effectiveness strategy (Public Health England, 2014). • While the evidence of economic well-being is less well-researched, careers education, information, advice and guidance interventions can make a difference to pupils, including increased self-confidence and enhanced decision-making skills which can act as precursors to longer-term socio-economic outcomes (Hughes & Gratton, 2009).</p> <p>https://pshe-association.org.uk/system/files/Review%20of%20effective%20practice.pdf</p>	6.7
<ul style="list-style-type: none"> ○ Pay for PP children's milk ○ Ensure that PP children have the same opportunities for enrichment outside of the curriculum that non PP children get through supporting the funding of school based clubs/afterschool clubs/trips that may require payment – some pupils access this through their PEP/Post Adoption Support funding. ○ Support the funding of school residential, given on a two tiered payment for Y6 – those that parents now work and are Ever 6, those that remain unemployed. ○ Costs are less for residential in Y5 – all children allocated £50 towards the trip. ○ SM - audit clubs that the PP children are part of. 	<p>There is a wider evidence base indicating that outdoor adventure learning may have positive impacts on other outcomes such as self-efficacy, motivation and teamwork. Outdoor adventure learning may play an important part of the wider school experience, regardless of any impact on academic outcomes.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</p> <p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.</p>	5,6,7

	<p>2. The research here summarises the impact of arts participation on academic outcomes. It is important to remember that arts engagement is valuable in and of itself and that the value of arts participation should be considered beyond maths or English outcomes.</p> <p>Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	
--	---	--

Total budgeted cost: £50,292

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. Internal report shared with Governing Board.

Please refer to our Long Term 3-Year Strategy for a detailed review of the impact of last year's outcomes.

Externally provided programmes

Programme	Provider
Voice 21 Oracy Project	Voice 21
NELI – Nuffield Early Learning Intervention	Nuffield
Kagan – Collaborative Learning	Gavin Clowes, a Kagan Master Trainer
Embedding Mastery in Maths TRG	GLOW Maths Hub
Sustaining Mastery in Maths TRG	GLOW Maths Hub
Can Do Maths	Buzzard Publishing
Power of Reading	Centre for Literacy in Primary Education

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Interventions to provide pastoral support. We identified any needs and gaps which we addressed with targeted support.
What was the impact of that spending on service pupil premium eligible pupils?	Children appeared settled, engaged and built positive relationships.