

Strategy for spending of PPG: September 2021 to August 2022

Background

The Pupil Premium Funding is a Government initiative that targets extra money from disadvantaged backgrounds to enable these pupils to be supported to reach their potential. The Government has used pupils entitled to free school meals (FSM), looked after children and service children as indicators, and have provided a fixed amount of money for schools per pupil based on the number of pupils registered for FSM over a rolling six year period.

Aims

The Headteacher, Leadership Team and Governing Board will be responsible for pupil premium provision, with specific delegated responsibilities taken by individual members, where appropriate. We will ensure that appropriate provision is made for pupils who belong to vulnerable groups; this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed. However, in making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged. All pupil premium children benefit from the funding, not just those who are underperforming. Underachievement at all levels is targeted (not just lower attaining pupils).

Total number of pupils on roll	407
Total number of PP FSM Ever 6 pupils	68
Amount received per PP FSM Ever 6 pupil	£1,345
Amount received for LAC	£3000
Amount received for Service Children	£310
Amount received for former LAC	£2,345
Total amount of PP funding received	£97,735
Next review date	March 2022

Summary of main barriers for eligible pupils

- **Poor language skills:** many pupils enter the Foundation Stage with Speech and Language that is below the expected level for their age. Over generalisation and limited vocabulary are both factors that limit progress in reading and writing.
- **Lack of support at home with reading and homework:** parents can lack the confidence, organisation and skills to provide the kind of support needed for learning at home.
- **Learning behaviours are not developed:** often caused by lack of parental involvement and poor social/emotional development. Can mean pupil are behind their peers in a range of subjects.

- **Complex learning needs:** some of our disadvantaged pupils also have SEND which causes further, complex barriers. Parents can struggle further to support these children.
- **Fewer enrichment experiences out of school:** this impacts upon children’s wider vocabulary, general knowledge and confidence in a wide range of social situations.
- **Issues with social and emotional development:** the number of pupils with social, emotional or mental health needs is increasing and these needs can be very varied. They sometimes result in extreme and negative behaviours.
- **Attendance and lateness:** some pupils have regular issues with attendance and punctuality.

The table below explains how we will overcome these barriers and the rationale behind it.

WHOLE SCHOOL PUPIL PREMIUM OBJECTIVES FOR 2021-2022 ACADEMIC YEAR
1.To develop whole school approach to Cognitive and Metacognitive learning strategies.
2. Frequent low-stakes testing to ensure all students, and in particular disadvantaged students, experience success and celebrate the acquisition of knowledge.
3. To continue to develop pupil resilience and wellbeing across school.

PUPIL PREMIUM OBJECTIVES FOR 2021-2022 ACADEMIC YEAR

TARGETED, ACADEMIC SUPPORT

1. To provide CPD training to enable staff to deliver a new phonics scheme in EYFS, Key Stage 1 and Lower Key stage 2.
2. Ensure interventions are evident based, have a fixed time scale and are mainly lead by class teachers
3. Support staff to deliver an amended EYFS curriculum.

<u>Objective</u>	<u>Action and cost</u>	<u>Rationale</u>	<u>How we will measure the effect/ Intended Impact</u>
<p>To close the attainment gap between the disadvantaged and non-disadvantaged (as identified on School Development Plan Priority 1)</p> <p>Ensure interventions are evidence based, have a fixed time scale and are mainly lead by class teachers</p> <p>To provide specific support for those disadvantaged pupils who have fallen further behind as a result of the lockdowns and isolations.</p>	<p>3 Teachers (1.7 in total) to ensure that personalised and high quality intervention is provided across school.</p> <p>Additional day of LSA level 3 to provide targeted support in EYFS and KS1</p> <p>£50,000</p>	<p>Our aim is for disadvantaged children to make good progress across school and reach age related expectations. The lockdowns and isolations have resulted in some disadvantaged pupils falling further behind and requiring more support. The deputy headteachers are extremely experienced and will provide high quality, focussed interventions to support catch up and diminish the attainment gap. The teacher employed in UKS2 (0.4) will provide high quality intervention in English and Maths.</p> <p>The LSA providing targeted support in EYFS and KS1 is also extremely experienced and will work closely with the teachers to identify and address key gaps.</p>	<p>Ensure interventions are evident based, have a fixed time scale and are mainly lead by class teachers.</p> <p>The gap between the attainment of disadvantaged and non-disadvantaged pupils is diminished in reading, writing and maths.</p> <p>Increased progress and attainment for those pupils who had fallen further behind during lockdown.</p> <p>An increase in disadvantaged pupils attaining expected+ standards at the end of Foundation Stage and the Expected+ standards for KS1 and KS2.</p>
<p>To provide social, emotional and behavioural support across school</p>	<p>BLIS</p> <p>£5000</p>	<p>BLIS provides support for school in improving the behaviour, social and emotional needs of pupils and gives staff</p>	<p>Monitoring indicates that learners behave well, interact positively and demonstrate resilience and positive</p>

		strategies to support pupils with these needs. Staff work closely with the service to ensure that behaviour across school is positive. Social, emotional and nurture work will help children to develop greater resilience and a more positive mindset. This will enable them to become better learners and more settled generally.	mindsets. Reduction in serious incidents recorded in School Log. Reduction in low level incidents recorded in Class Logs.
To support and enhance the learning experiences of current LAC pupils	Total amount of received for LAC pupils (PEP Funding) £3000	A range of additional provision to ensure that LAC pupils receive support, challenge and enhancement activities on their journeys as learners	Termly PEP identifies targets for each pupil and termly impact on their development as learners. Progress and attainment rates are good. Virtual Head within Local Authority monitors the quality of PEPs. Pupil voice identifies that pupils are happy and confident learners. Social and emotional well-being is a strength of LAC pupils.
To support pupils who find lunchtimes difficult	2 x additional midday staff £7700	Some of our disadvantaged pupils find lunchtimes particularly difficult to manage. Additional staff at lunchtimes will help to support these pupils and provide more structure overall.	Reduction in Serious and Low Level incidents at lunchtimes. Child conferences show that pupils feel lunchtime behaviour has improved overall.
To provide enrichment activities through musical and cultural activities	Mini Music with Jan Stone £11,000	The development of the whole child is promoted through social, moral, spiritual and cultural experiences (working together, self-confidence, and enjoyment).	Child conferences show that pupils gain enjoyment and confidence from the music sessions. Pupils are able to perform in front of an audience.

<p>To provide qualified sports coaches to offer a range of after school sports clubs</p> <p>To provide staff with professional development, mentoring, training and resources to help them teach PE and sport more effectively.</p> <p>To introduce new sports to encourage more pupils to take up sport and physical activities.</p>	<p>Sports coaches from Tameside Active</p> <p>£5,000 (depends on cost/allocation of Sports Premium)</p>	<p>Providing sporting activities to help develop the whole child and encourage them to take responsibility for their health and wellbeing.</p> <p>Children learn cooperation, communication, teamwork and a variety of other skills which will prepare them for life. Research suggest that being physically fit helps them to learn better, and also improves your mental health.</p> <p>Providing a wider range of sporting opportunities will enable disadvantaged pupils to access experiences that they wouldn't otherwise have</p>	<p>Feedback from coaches and teachers suggests pupils' fitness and teamwork skills have improved overall.</p> <p>Child conferences show that pupils understand the importance of keeping active and healthy and that they have enjoyed a range of different sports.</p>
<p>To provide opportunities for ICT to be used to engage in homework activities</p>	<p>Timestable rockstars £100</p>	<p>Disadvantaged pupils are provided with opportunities to access learning at home with their parental support. This helps to practice and consolidate learning skills.</p>	<p>Increase in amount/regularity of homework received. Gap between disadvantaged and non continues to close.</p>
<p>To address attendance and punctuality issues</p>	<p>Educational Welfare Officer</p> <p>£1,200</p>	<p>Attendance and lateness is an issue for some of our disadvantaged pupils and directly impacts upon their learning.</p>	<p>Attendance and lateness figures improve for all pupils including disadvantaged.</p>
<p>To identify pupils eligible for pupil premium grant</p>	<p>ONFSM</p> <p>£800</p>	<p>To use efficient methods to support families in claiming their entitlement</p>	<p>Increased funding to ensure that vulnerable pupils make sufficient progress</p>
<p>To ensure that safeguarding provision is of the highest standard.</p>	<p>My Concern</p> <p>£1000</p>	<p>To ensure that safeguarding concerns are recorded electronically in an efficient and chronological way by the safeguarding</p>	<p>Designated safeguarding officers report that safeguarding concerns have been efficiently and appropriately recorded,</p>

		team. To use data to allow Safeguarding Leads to spot trends and enable early intervention for all pupils, including disadvantaged	enabling early intervention where needed. Safeguarding concerns regarding disadvantaged pupils are analysed and support sought/provided
To provide additional intervention for disadvantaged pupils with SEND	Doodle maths and English intervention software £540	A significant % of SEND pupils are also disadvantaged. This software provides pupil-specific daily intervention sessions to address gaps and increase progress/attainment.	SEND and disadvantaged pupils make expected progress relative to their starting points Pupil feedback reports greater confidence and enjoyment of software.
To provide activities and experiences to provide enrichment	Attendance/ participation and coach at Robinwood for Y6 Coaches for class trips and contributions towards educational trips. Breakfast supplies for our most vulnerable children Author visit £9,000	The development of the whole child is promoted through SMSC (working together, self-confidence, and enjoyment).	Pupil feedback comments on enjoyment of enrichment activities. 100% attendance on class trips Increase in attendance for PP at Robinwood.
To address priorities specific to School Development Plan and support Staff CPD at all levels <ul style="list-style-type: none"> Our whole school approach to Cognitive and Metacognitive learning strategies. 	Costs of implementing SDP And School Improvement Officer £3,395	School improvement planning on pupil outcomes is informed by the detailed assessment that Senior Leaders undertake for disadvantaged pupils. Senior Leader and Subject Leader release time to engage in school development work, CPD and monitoring.	The gap between the attainment of disadvantaged and non-disadvantaged pupils is diminished in reading, writing and maths. Increased progress and attainment for those pupils who had fallen further behind during lockdowns and isolations.

<ul style="list-style-type: none"> • Pupil resilience and wellbeing is further developed across school • CPD training is provided to enable staff to deliver a new phonics scheme in EYFS, Key Stage 1 and Lower Key stage 2. • Support staff to deliver an amended EYFS curriculum. • Frequent low-stakes testing to ensure all students, and in particular disadvantaged students, experience success and celebrate the acquisition of knowledge. 		<p>School Development Partner work- (Focus Education) and professional development/training linked to school development plan. Teaching and curriculum resources.</p> <p>Pupil resilience and wellbeing has been identified by the Government as a key issue that must be addressed. Disadvantaged pupils may experience more issues with resilience and wellbeing due to factors in their home lives.</p>	<p>An increase in disadvantaged pupils attaining the expected+ standards at the end of Foundation Stage and the Expected+ standards for KS1 and KS2.</p> <p>Wellbeing surveys and child conferences indicate pupil resilience and wellbeing improves over the year.</p> <p>Leaders will be equipped to deliver CPD. Teachers will have a clear understanding of the terminology and evidence based theory.</p> <p>Teachers will provide impact of strategies upon teaching and learning.</p> <p>Pupils will be able to talk about the explicit strategies used by class teacher. Progress will be made by PP pupils.</p> <p>Frequent low-stakes testing ensures all students, and in particular disadvantaged students, experience success and celebrate the acquisition of knowledge.</p> <p>Staff will feel confident to deliver phonic scheme to pupils in EYFS, KS1 and Year3 Disadvantaged pupils will be making good progress in phonics.</p>
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			Staff are confident and supported well in delivering an amended EYFS curriculum.
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Total received- £97,735

Total allocated to spend- £97,735

Strategy Approved July 2021

Reviewed: Nov 2021