

ER Primary School

Pupil Premium Strategy 20xx-20xx

Pupil Premium Champion		Mrs Z Newsham		Pupil Premium Governor		Claire Harrison	
Number of Pupil Premium pupils on roll	2020-21	96		Pupil Premium as percentage of roll	2020-21	96/410 = 23%	
	2021-22				2021-22		
	2022-23				2022-23		

What have we identified as the key internal & external barriers to learning?

Barrier 1	Barrier 2	Barrier 3	Barrier 4
<p>Attainment is below the national average and children have a poor understanding of basic skills resulting in poor application of skills into all curriculum subjects.</p>	<p>Poor parental attitudes compromise the children's view of the importance of education. This also results in lower attendance and a reduced commitment to support learning at home.</p>	<p>Poor learning behaviours are displayed including low confidence in all subjects, especially maths which results in lower pupil attainment.</p>	<p>Lack of capital culture limits experiences and inhibits access to and engagement with the curriculum resulting in lower aspirations and outcomes.</p>
<p>What do we ultimately want to achieve?</p> <p>There will be no discernible difference in the understanding or application of basic skills between pupils of similar age and/or ability, regardless of background.</p>	<p>What do we ultimately want to achieve?</p> <p>Parents value school and education and as a result ensure their children attend regularly. Parents are well supported by school to facilitate learning at home and enable their children to flourish.</p>	<p>What do we ultimately want to achieve?</p> <p>Regardless of background, all children have the confidence to overcome challenges and become more confident in their learning. This then enables them to become RICHER learners without fear of failure.</p>	<p>What do we ultimately want to achieve?</p> <p>Regardless of background, all pupils possess rich and varied sources of inspiration on which to draw upon to derive maximum benefit from all aspects of the curriculum.</p>

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<p>What will success look like upon implementation of this strategy? (End of academic year 2022-23) KS2 reading, writing & maths outcomes for disadvantaged pupils will be inline with those of non disadvantaged pupils nationally at EXS+.</p>	<p>What will success look like upon implementation of this strategy? (End of academic year 2022-23) Attendance and punctuality for disadvantaged pupils will be inline with national figures year on year. Support will be in place from school and EWS to target families with poor attendance.</p>	<p>What will success look like upon implementation of this strategy? (End of academic year 2022-23) Children have positive attitudes towards learning and disadvantaged pupils attain in line with non-disadvantaged children at the end of KS2. Children display the RICHER values and have a love of learning.</p>	<p>What will success look like upon implementation of this strategy? (End of academic year 2022-23) Aspirations are raised and KS2 writing outcomes for disadvantaged pupils will be at least in line with non disadvantaged pupils nationally at EXS+. KS2 reading outcomes for disadvantaged pupils will be at least in line with non-disadvantaged pupils nationally at GDS.</p>
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<p>What are the steps to the successful implementation of this strategy?</p>			
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<p>Step 1: 2020-21</p>			
<p>Barrier 1: Poor basic skills</p> <ul style="list-style-type: none"> Clearly identified areas of development with targeted intervention planned to narrow any gaps. Successful delivery of planned interventions show an overall improvement in outcomes of at least 5% for non-disadvantaged children and at least 8% for disadvantaged pupils at EXS+. 	<p>Barrier 2: Parental Attitudes</p> <ul style="list-style-type: none"> Attendance and punctuality for disadvantaged pupils will be at least in line with national levels. Engagement with any remote learning for disadvantaged pupils will be in line with non-disadvantaged pupils. Reading records and maths records of disadvantaged pupils will show a tangible increase in the number of parental engagements. 	<p>Barrier 3: Learning Behaviours</p> <ul style="list-style-type: none"> Teachers report tangible improvements in RICHER values of disadvantaged pupils in PPM. KS2 combined outcomes see overall improvement as a result of increased engagement and positive learning behaviours. 	<p>Barrier 4: Capital Culture</p> <ul style="list-style-type: none"> 100% of disadvantaged pupils will have attended an enrichment/extra-curricular club this year. KS2 writing outcomes will see an overall improvement of at least 5% for non-disadvantaged pupils and at least 8% for disadvantaged pupils at EXS+. KS2 reading outcomes will see an overall improvement of at least 7% for non-disadvantaged

	<ul style="list-style-type: none"> Attendance at all parent events will be at least 75% for the targeted group of PP families. 		pupils and at least 10% for disadvantaged pupils at GDS.
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How successfully is Step 1 being implemented?			
Barrier & Success Criteria	Review 1 (Feb 2021)	Review 2 (May 2021)	Final Review (July 2021)
Barrier 1: Poor basic skills Clearly identifiable areas for development and planned research based interventions. KS2 R/W/M up 5%/8% for non-DA/DA at EXS+			
Barrier 2: Parental Attitudes Attendance of DA inline with national Engagement with remote learning for DA in line with non-DA Increased in reading/maths skills at home 75%+ parent events attended			
Barrier 3: Learning Behaviours Improvements in RICHER values KS2 R/W/M combined increased for DA			
Barrier 4: Capital Culture 100% uptake in enrichment KS2 writing up 5%/8% for non-DA/DA at EXS+ KS2 reading up 7%/10% for no-DA/DA at GDS			
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Step 2: 2021-22			
Barrier 1:	Barrier 2: Parental Attitudes	Barrier 3: Poor Learning Behaviours	Barrier 4: Capital Culture



How successfully is Step 2 being implemented?			
Barrier & Success Criteria	Review 1 (Nov 2021)	Review 2 (March 2022)	Final Review (July 2022)
Barrier 1: Poor basic skills			
Barrier 2: Parental Attitudes			
Barrier 3: Poor Learning Behaviours			
Barrier 4: Capital Culture			

Step 3: 2022-23			
Barrier 1:	Barrier 2: Parental Attitudes	Barrier 3: Poor Learning Behaviours	Barrier 4: Capital Culture

How successfully is Step 3 being implemented?			
Barrier & Success Criteria	Review 1 (Nov 2022)	Review 2 (March 2023)	Final Review (July 2023)
Barrier 1: Poor basic skills			
Barrier 2: Parental Attitudes			
Barrier 3: Poor Learning Behaviours			
Barrier 4: Capital Culture			

How much money do we have to address the identified barriers to learning?

Number of Eligible Pupils	2020-21	96	Total Pupil Premium Budget	2020-21	£129,120
	2021-22			2021-22	
	2022-23			2022-23	



How will we spend this money to address the identified barriers to learning?

Identified barrier and what we hope to achieve	Approaches to be implemented			What evidence do we have that this approach has the potential to be successful?		
<p style="text-align: center;">Barrier 1</p> <p>Attainment is below the national average and children have a poor understanding of basic skills resulting in poor application of skills into all curriculum subjects. KS2 reading, writing & maths outcomes for disadvantaged pupils will be inline with those of non disadvantaged pupils nationally at EXS+.</p>	1:1 tuition provided by Third Space Learning for Maths. Review of the maths curriculum and organisation of the timetable to allow for additional whole class maths teaching. Purchase of maths resources to support new approaches.					
	LEXIA subscription. Teacher and TA training for LEXIA. Supervision during delivery of sessions and monitoring of assessments and feedback.					
	T and TA Interventions through KS2 to close gaps, raise attainment, build confidence, develop basic skills - in a range of basic skills - reading, spelling, handwriting, maths.					
	Provide 'soft' opportunities for parental involvement in school life, such as curriculum workshops, celebration of learning activities, coffee mornings etc. to promote key policies, strategies and initiatives at these events.					
	Audit of current reading books and library books to evaluate language and vocabulary sophistication, and research into new titles. Purchase of new books during academic years 2020-21 and 2021-22 to boost high quality language and vocabulary coverage.					
Budgeted Cost	2020-21	£56,060	2021-22		2022-23	
<p style="text-align: center;">Barrier 2</p> <p>Poor parental attitudes compromise the children's view of the importance of education. This also results in lower attendance and a reduced commitment to support learning at home. Attendance and punctuality for disadvantaged pupils will be inline with</p>	Use of Safeguarding and Wellbeing Officer in school to build relationships with parents, share advice and offer support in parenting and school involvement.			<p>The links between regular attendance at school and academic attainment are causal and heavily researched. Although we are a junior school, the age of the children means that most pupils are reliant on parents to get to school on time and to attend regularly. Therefore increasing parental engagement in education is a logical approach within our context.</p>		
	Promotional campaigns to highlight the link between attendance, punctuality and achievement – use of website, social media, newsletters, displays.					

national figures year on year. Support will be in place from school and EWS to target families with poor attendance.	Target specific parents where attendance and/or punctuality issues arise, and send personal invites to parents events.			
	Provide 'soft' opportunities for parental involvement in school life, such as stay & play, coffee mornings etc. Promote key school policies & initiatives at these events.			
	Rewards for good and improving attendance.			
Budgeted Cost	2020-21	£13,980	2021-22	2022-23
<p style="text-align: center;">Barrier 3</p> <p>Poor learning behaviours are displayed including low confidence in all subjects, especially maths which results in lower pupil attainment. Children have positive attitudes towards learning and disadvantaged pupils attain in line with non-disadvantaged children at the end of KS2. Children display the RICHER values and have a love of learning.</p>	Further review of the Curriculum to ensure high engagement - planning time, purchase of resources to support themes, curriculum management release time to monitor and review the curriculum.			<i>Pockets of Poverty</i> research undertaken by the DfCSF in 2010 indicated that financial disadvantage can lead to the awareness of 'lack' and impact on attitude, resilience and curtail aspiration.
	Planning time and purchasing or resources/visitors/online learning experiences for WOW days to launch half termly themes.			
	Intervention led by T/TA to support children in 'catching-up' as a result of low confidence and low prior attainment.			
	Development of the PSHE curriculum - including purchasing of resources, staff training and monitoring/reviewing of the subject.			
	'Back to school' wellbeing support package for children. Staff CPD to deliver support packages and to effectively support children back to school after 'Lockdown'.			
	Delivery of sessions by trained ELSA to support emotional development and promote positive mental health and wellbeing. Bespoke sessions for individual children.			
Budgeted Cost	2020-21	£42,820	2021-22	2022-23
<p style="text-align: center;">Barrier 4</p> <p>Lack of capital culture limits experiences and inhibits access to and engagement with the curriculum resulting in lower aspirations and outcomes. Aspirations are raised and KS2 writing outcomes for disadvantaged pupils will be at least in line with non disadvantaged pupils nationally at EXS+. KS2 reading outcomes for disadvantaged pupils will be at least in line with non-disadvantaged pupils nationally at GDS.</p>	Provide opportunities for trips, visits, external speakers and visitors focused on raising knowledge relating to curriculum. All PP-eligible pupils to receive one trip per year free of charge, subject to educational visits going ahead.			Cultural capital and cultural literacy are well researched concepts within education (see the work of E.D Hirsch). Where pupils lack experience and capital they struggle to access all aspects of the curriculum as they lack understanding to contextualise and/or deepen their learning. The LAs ASPIRE Cultural Capital toolkit supports this further.
	Audit range of extra-curricular activities on offer. Use findings to extend the range of activities on offer for academic years 2020-21 and 2021-22, ensuring that at least two activities are offered within each of the following categories: sport; art; music; performance; nature; world culture; local culture; technology; language. Personalised invitations to extra-curricular activities for D-Ad pupils. Choice of 3 related to widening cultural experience. Provide priority access to extra			

	curricular activities for PP-eligible pupils.		
	Classroom teachers and TAs to contextualise learning through use of talk, pictures, videos, IT to ensure wider experiential learning, facilitating the widening of vocabulary range through these targeted discussions.		
	Develop links with secondary schools, further education establishment and local businesses to plan opportunities to discuss life after All Saints'.		

Budgeted Cost	2020-21	£10,260	2021-22		2022-23	
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Overall Review: Did we achieve what we set out to achieve across the 3 years of this strategy (2020-2023)?

Barrier & what we said success would look like	What did we spend our money on and how much did we spend?	How successful were we and to what extent did each of our chosen approaches contribute to this success?
<p>Barrier 1 Attainment is below the national average and children have a poor understanding of basic skills resulting in poor application of skills into all curriculum subjects. KS2 reading, writing & maths outcomes for disadvantaged pupils will be inline with those of non disadvantaged pupils nationally at EXS+.</p>		
<p>Barrier 2 Poor parental attitudes compromise the children's view of the importance of education. This also results in lower attendance and a reduced commitment to support learning at home. Attendance and punctuality for disadvantaged pupils will be inline with national figures year on year. Support will be in place from school and EWS to target families with poor attendance.</p>		
<p>Barrier 3 Poor learning behaviours are displayed including low confidence in all subjects, especially maths which results in lower pupil attainment. Children have positive attitudes towards learning and disadvantaged pupils attain in line</p>		



with non-disadvantaged children at the end of KS2. Children display the RICHER values and have a love of learning.		
Barrier 4 Lack of capital culture limits experiences and inhibits access to and engagement with the curriculum resulting in lower aspirations and outcomes. Aspirations are raised and KS2 writing outcomes for disadvantaged pupils will be at least in line with non disadvantaged pupils nationally at EXS+. KS2 reading outcomes for disadvantaged pupils will be at least in line with non-disadvantaged pupils nationally at GDS.		