

# Pupil Premium 2021/2022

## Autumn Review



Autumn term update developed by Mrs T Leech (Inclusion Leader)

Pupil Premium Strategy Statement 2021-2022 to be reviewed termly to assess impact  
and to add further 'actions' to support priority areas

Updated: January 2022

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**School information**

<b>Number on roll on school site (including school based Nursery)</b>	336	<b>Proportion of Pupil Premium children</b>	30.1%	<b>Total budget for academic year 2021/22</b>	£192,815
<b>Pupil Premium allocation</b>	£175125	<b>Recovery Premium funding allocation</b>	£17690		
<b>Total budget for academic year 2021/22</b>	£192815				
<b>Key challenges to achievement</b>	<ol style="list-style-type: none"> <li>1) End of term assessment data indicates that the attainment of disadvantaged children is lower than the attainment of their peers in reading, writing and maths across all year groups.</li> <li>2) Due to lockdown and other factors, some pupil premium children have not had life experiences and enrichment of the curriculum which would develop their knowledge, skills and emotional awareness. Children entering Key Stage One this year have experienced significant disruption to their early years education. These factors have all had an impact on the social, emotional and mental health of some children.</li> <li>3) Some pupil premium children within school have fewer opportunities to practise skills at home (reading, maths and spelling). For these pupils, reading stamina, fluency, spelling and arithmetic skills are affected.</li> <li>4) There is a gap between whole school attendance and national. Attendance data has shown that children in receipt of free school meals have an attendance rate of 93.9% compared with whole school attendance of 94.5%. Furthermore, whilst children in receipt of Pupil Premium have attendance in line with the whole school, the rate of unauthorised absences (2.3%) is higher than the rate of unauthorised absences for the whole school (1.36%).</li> <li>5) Observations and assessments show that some pupil premium children across school (from the Early Years Foundation Stage to Upper Key Stage Two) lack the oral language skills and vocabulary required to ensure they achieve their full learning potential.</li> <li>6) Assessment of phonics assessment data suggests that disadvantaged pupils generally have more difficulty in developing their phonics knowledge. This has had a negative impact on their reading and writing development.</li> </ol>				
<b>Intended outcomes</b>	<ol style="list-style-type: none"> <li>1) Environments conducive to learning are provided in school and pupils are not overly disadvantaged as a result of lack of support from home.</li> <li>2) Increased attendance and punctuality rates of pupil premium children.</li> <li>3) Children's well-being and behaviour will not become a barrier to their academic success and participation in wider school life.</li> <li>4) Children's well-being and behaviour will not become a barrier to their academic success and participation in wider school life.</li> <li>5) Reduce the attainment gap between disadvantaged pupils and their peers which was widened by the national lockdowns in 2020 and 2021.</li> <li>6) Improve the oral language development of pupil premium children so they make improved progress in reading and writing.</li> </ol>				

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**Challenge 1: End of term assessment data indicates that the attainment of disadvantaged children is lower than the attainment of children who are not disadvantaged in reading, writing and maths across all year groups.**

**Intended outcome: Reduce the attainment gap between disadvantaged pupils and their peers which was widened by the national lockdowns in 2020 and 2021.**

**Success criteria: Review of termly assessments will show that the attainment gap between disadvantaged children and their peers is closing. Disadvantaged pupils' attainment in Reading, Writing and Maths will be in line with or above national measure.**

<b>Intended actions for 2021/22</b>	<b>Autumn Term update</b>	<b>Spring update</b>	<b>Summer update</b>	<b>Cost</b>
Funding is reserved for staff training to develop in areas which may be deemed necessary over the course of the year.	CPD attended by class teachers to develop their teaching of Maths, Writing, Reading, PE and Phonics. As a result of this, new and existing staff members have a consistent approach to teaching.			£2775
CPD on core and foundation subjects to develop staff's subject knowledge and approaches to teaching in a wide range of areas.	<p>Maths CPD workshops have been attended by teachers across key stages 1 and 2. All staff attended a Maths inset to ensure quality and consistency across the school.</p> <p>Subject leaders have attended CPD workshops in PE, Maths, History, Science, English, Phonics and Computing. This has ensured that subject leaders have up to date subject knowledge and have been able to pass on acquired knowledge to staff members.</p>			
Poetry workshops will be provided to improve the standards of speaking and listening, writing and reading through the teaching of poetry.	Children in years 1-6 were involved in a poetry workshop with poet, Matt Goodfellow. This was followed by a staff 'twilight' training session about the teaching of poetry. These workshops helped to raise the profile of poetry across school. Children have written their own poems and have begun to use our recording facilities to perform existing poems they have learnt and to recite their original poetry.			£562
Small group support will be targeted to pupils who have been identified as having gaps in their knowledge due to lockdown.	Identified groups across school have received further intervention or pre teaching on a needs led basis to ensure that identified children can 'catch up' and 'keep up'.			

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Focus reading groups will be established across school to ensure that the lowest attaining children and those who do not have the opportunity to read at home are supported.	Regular reading groups undertaken across school, with particular emphasis on the lowest attaining readers and children who do not have the opportunity to read regularly at home.			£14536.30
Children to take part in regular reading comprehension interventions with a suitably qualified and trained teaching assistant.	Reading explorers comprehension groups were undertaken with targeted groups by a trained level 3 teaching assistant.			

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**Challenge 2: Due to lockdown and other factors, some pupil premium children have not had life experiences and enrichment of the curriculum which would develop their knowledge, skills and emotional awareness. Children entering Key Stage One this year have experienced significant disruption to their early years education. These factors have all had an impact on the social, emotional and mental health of some children.**

**Intended outcome: Children's well-being and behaviour will not become a barrier to their academic success and participation in wider school life.**

**Success criteria: Improved scores on motional and Stirling questionnaires and fewer behaviour incidents reported on CPOMS. Disadvantaged children's participation in out of school clubs will be equal to or greater than that of their peers. The attainment gap between disadvantaged pupils and their peers will reduce.**

Intended actions for 2021/22	Autumn Term update	Spring update	Summer update	Cost
Children will gain life experiences from 'Wow' moments to introduce and enhance learning across all subjects. Time will be provided for teachers to plan and implement these to ensure that these experiences have the maximum impact on learning.	Curriculum planning time has been allocated to teachers to plan experiences. As a result, children across school have benefited from a range of rich experiences including a 'Titanic' workshop, a trip to a mosque and a workshop from the company, Curious Critters. Pupil interviews undertaken by subject leaders have demonstrated that the 'Wow moments' have had a positive impact on children's retention of key facts as they referred to these experiences when answering questions about the relevant topics.			£5000
Wider opportunities for children to gain life experiences will be provided with the introduction of a forest school by staff who will be trained in forest school approaches.	Headteacher and Outdoor Learning lead have met with external representatives to discuss the implementation of the project. Discussions and planning will continue throughout the academic year.			£0
A higher profile is given to monitoring the social, emotional and mental health needs of pupils through the implementation and use of 'Motional'. This monitoring will identify children who require further intervention.	Motional used for targeted children and weekly interventions established for 6 identified children. The impact of these interventions will be assessed in the Spring term.			£285
The continued use of and analysis of 'Stirling' questionnaire (termly) and the feedback from 'I wish my teacher knew' boxes in class ensures that staff are aware of, and are able to address, personalised needs of children.	Termly questionnaires completed and children identified as requiring additional support have been subject to regular interventions as and when required. The impact of these interventions will be assessed in the Spring term with a follow up questionnaire.			£0

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Embed and continue to develop the use of continuous provision across KS1 to improve transition and engagement in learning. This approach will also improve long term memory and develop children's social skills.	The Year 1/2 classroom has been refurbished to reflect a continuous provision approach. Further resources have been purchased to enhance the provision on offer both indoors and outdoors and to ensure that the resources on offer reflect the curriculum learning taking place. Opportunities for children to apply their class based learning in continuous provision are provided. As a result of this, children are engaged when accessing continuous provision and produce independent pieces of work of a high standard.			£10964.99
The key stage 1 wellbeing room provision continues to be developed and used to deliver interventions and sessions focused around the areas of social and emotional mental health and well-being.	The wellbeing room is regularly used for children across EYFS and Key Stage 1 for timetabled interventions and also on a needs led basis. Resources have been purchased to enhance the provision in this area and to reflect the needs of identified children.			£400
Funding will be provided to subsidise specialist sports coaching, after school clubs and funding for swimming lessons. Funding is provided to ensure pupil premium children's regular attendance at chargeable extra-curricular clubs. This also includes subsidies towards school trips and the annual residential trip involving upper key stage 2 pupils.	Specialist sports coaches have provided weekly football coaching to children in Early Years.			£972
The newly developed key stage 2 well-being room is widely used to incorporate 'Everyday Magic' approaches, elements of the PSHE curriculum as well as personalised activities to match the ongoing needs of children in this area of school.	Everyday Magic approaches have been used with targeted children and resources have been purchased to enhance the provision on offer in the well-being room.			£1000
A counselling service is provided and available to identified children and their families.	Regular counselling provided by Wigan Family Welfare Service for 4 identified children. One child has been discharged from the service with ongoing school support			£2000

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<p>Funding for all pupils to learn an instrument in Key Stage Two as part of the Wider Opportunities programme. Children will be able to learn an instrument and will be exposed to this area of the curriculum fully. Identified children have the opportunity to develop skills that they may not otherwise have had chance to.</p>	<p>Wider Opportunities programme has been delivered to Year 4 pupils over the course of the Autumn term.</p>			<p>£800</p>
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**Challenge 3: Some pupil premium children within school have fewer opportunities to practise skills at home (reading, maths and spelling). For these pupils, reading stamina, fluency, spelling and arithmetic skills are affected.**

**Intended outcome: Reduce the attainment gap between disadvantaged pupils and their peers which was widened by the national lockdowns in 2020 and 2021.**

**Success criteria: Review of termly assessments will show that the attainment gap between disadvantaged children and their peers is closing. Disadvantaged pupils' attainment in Reading, Writing and Maths will be in line with or above national measure.**

Intended actions for 2021/22	Autumn Term update	Spring update	Summer update	Cost
Small group support will be targeted to pupils who have been identified as having gaps in their knowledge due to lockdown.	Identified groups across school have received further intervention or pre teaching on a needs led basis to ensure that identified children can 'catch up' and 'keep up'.			£14536.50
Focus reading groups will be established across school to ensure that the lowest attaining children and those who do not have the opportunity to read at home are supported.	Children across school have been subject to focus reading groups in registration and worship time. This takes place on different days each week so that children do not miss out on specific opportunities in worship.			
Children to take part in regular reading comprehension interventions with a suitably qualified and trained teaching assistant.	Reading Explorers comprehension groups were undertaken with targeted groups by a trained level 3 teaching assistant.  Children also have access to devices in school where they can access reading programmes (Reading Eggs and Reading Plus) to develop their reading skills independently.			

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**Challenge 4: There is a gap between whole school attendance and national. Attendance data has shown that children in receipt of free school meals have an attendance rate of 93.9% compared with whole school attendance of 94.5%. Furthermore, whilst children in receipt of Pupil Premium have attendance in line with the whole school, the rate of unauthorised absences (2.3%) is higher than the rate of unauthorised absences for the whole school (1.36%).**

**Intended outcome: Increased attendance and punctuality rates of pupil premium children.**

**Success criteria: The gap between whole school attendance and national will narrow and the attendance of disadvantaged pupils will be consistent with this figure.**

<b>Intended actions for 2021/22</b>	<b>Autumn Term update</b>	<b>Spring update</b>	<b>Summer update</b>	<b>Cost</b>
A Breakfast club is provided for identified pupils. Breakfast is provided and children take part in games and activities to enable them to have a positive start to the day.	Breakfast club is subsidised for some pupils to ensure a smooth transition into school and are ready to learn when they enter the classroom			£3134.67
Support from the Learning Mentor to raise standards of attendance for PP pupils e.g. working with families to remove barriers for attendance.	Meetings with families have been held with the headteacher and learning mentor where persistent absences are a cause of concern.			£0

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**Challenge 5: Observations and assessments show that some pupil premium children across school, (from the Early Years Foundation Stage to Upper Key Stage Two) lack the oral language skills and vocabulary required to ensure they achieve their full learning potential.**

**Intended outcome: Improve the oral language development of pupil premium children so they make improved progress in reading and writing.**

**Success criteria: The attainment gap between disadvantaged pupils and their peers will reduce.**

Intended actions for 2021/22	Autumn Term update	Spring update	Summer update	Cost
Speaking & listening opportunities are further developed and improved through regular and purposeful use of the school's filming facilities.	Regular use has been made of the school's filming facilities. Each half term, two classes have made use of the equipment by using the equipment to record a video about learning that has taken place.			£0
Oral language interventions will be provided to identified children by trained staff who will deliver regular interventions to meet the needs of the individual child.	NELI interventions have taken place in EYFS and specific children across school have been in receipt of language interventions by a trained member of staff, under the guidance of the SALT team.			£0

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**Challenge 6: Assessment of phonics assessment data suggests that disadvantaged pupils generally have more difficulty in developing their phonics knowledge. This has a negative impact on their reading and writing development.**

**Intended outcome: Improve the phonics development of pupil premium children so they make improved progress in reading and writing.**

**Success criteria: The percentage of disadvantaged children passing the phonics screening check will be in line with their peers.**

Intended actions for 2021/22	Autumn Term update	Spring update	Summer update	Cost
Effectively implement a new systematic synthetic phonics programme which has been approved by the DfE	New phonics scheme, Little Wandle, has been purchased. Reading books which match the scheme have also been purchased to ensure fidelity to the scheme. Staff to undergo training in the Spring term and all Key Stage 1 children to be baseline assessed to ensure that staff are ready to deliver the scheme by Spring 2.			£7432.13

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