

Pupil Premium 2021/2022 Summer Term Review



Summer 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: July 2022

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School information

Number on roll on school site (including school based Nursery)	336	Proportion of Pupil Premium children	30.1%	Total budget for academic year 2021/22	£192,815
Pupil Premium allocation	£175125	Recovery Premium funding allocation	£17690		
Total budget for academic year 2021/22	£192815				
Key challenges to achievement.	<ol style="list-style-type: none"> 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. 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. 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. 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%). 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. 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. 				
Intended outcomes	<ol style="list-style-type: none"> 1) Environments conducive to learning are provided in school and pupils are not overly disadvantaged as a result of lack of support from home. 2) Increased attendance and punctuality rates of pupil premium children. 3) Children's well-being and behaviour will not become a barrier to their academic success and participation in wider school life. 4) Children's well-being and behaviour will not become a barrier to their academic success and participation in wider school life. 5) Reduce the attainment gap between disadvantaged pupils and their peers which was widened by the national lockdowns in 2020 and 2021. 6) Improve the oral language development of pupil premium children so they make improved progress in reading and writing. 				

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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.

Intended actions for 2021/22	Autumn Term update	Spring Term update	Summer Term update	Cost
<p>Funding is reserved for staff training to develop in areas which may be deemed necessary over the course of the year.</p>	<p>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.</p>	<p>Support staff in Key Stage 1 have attended a course about how to support learning in continuous provision in key stage 1. This has helped to develop their knowledge about producing engaging environments and how to maximise learning in continuous provision.</p> <p>Two members of staff are undertaking training in Maths Recovery intervention. This will help children who have gaps in their Maths learning to catch up and make accelerated progress. The course runs until the Summer term so the impact of this will only be seen in the next academic year.</p> <p>A whole staff twilight session was delivered to teach staff about the use of team building equipment. This will be used as a tool to develop cooperation and social skills for targeted children.</p>	<p>Two members of staff have now completed their Maths Recovery intervention training.</p> <p>Support staff in Key Stage 1 completed the course about maximising learning opportunities in Key Stage 1.</p> <p>All teachers attended a twilight session to learn about the new approach to teaching the Computing curriculum</p>	<p>£9225</p>
<p>CPD on core and foundation subjects to develop staff's subject knowledge and approaches to teaching in a wide range of areas.</p>	<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>	<p>The SENDCO delivered a whole staff inset about how to have high expectations for all learners.</p> <p>Maths leader has delivered a whole school maths inset regarding a consistent approach to maths teaching across school.</p>	<p>Subject leaders have taken part in CPD in Maths, English, Computing and Science.</p> <p>All teachers have attended CPD to learn about the new approach to teaching the Computing curriculum.</p>	

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<p>Poetry workshops will be provided to improve the standards of speaking and listening, writing and reading through the teaching of poetry.</p>	<p>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.</p>	<p>Children from nursery to year 6 were involved in poetry workshops with poet Andy Tooze. During these workshops, children were given the opportunity to listen to and evaluate existing poetry and express their opinions about what they had heard. Children from years 1-6 were then taught key skills in poetry writing and used these skills to write their own poem. This resulted in high quality poetry being produced and performed across school. Children shared their poems in a whole school assembly, giving them the opportunity to speak in front of large audiences.</p>	<p>Techniques and strategies learnt from previous terms' workshops have continued to be embedded with children and there is evidence of children writing poetry for pleasure in their own time across school. Teachers have made links with other poets through social media and have received a postcard from a poet, inspiring children to write their own poem in a similar style.</p>	<p>£947</p>
<p>Small group support will be targeted to pupils who have been identified as having gaps in their knowledge due to lockdown.</p>	<p>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'.</p>	<p>Small group support has continued to take place on a needs led basis with identified children.</p>	<p>Small group support has continued in worship time with targeted children, based on the needs of individuals within each class.</p>	<p>£29072.60</p>
<p>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.</p>	<p>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.</p>	<p>Further opportunities have been given to the lowest attaining readers and children who have been identified as 'not yet' working above the expected standard. Priority has been given to the children who do not complete reading at home.</p>	<p>Children have taken part in regular reading with the class teacher and teaching assistants across school to ensure that every child reads to an adult in school at least once per week. For children who do not read regularly at home, teachers aim to hear them read more regularly than this.</p>	
<p>Children to take part in regular reading comprehension interventions with a suitably qualified and trained teaching assistant.</p>	<p>Reading explorers comprehension groups were undertaken with targeted groups by a trained level 3 teaching assistant.</p>	<p>Reading explorers comprehension groups have been delivered to a wider group of children during whole school worship time.</p>	<p>Reading comprehension groups have been established and are targeted at children who are working below the expected level or who are 'not yet' working at greater depth. For children in Year 1, reading groups are targeted, based on their reading levels in their phonics lessons which is consistent with our phonics scheme.</p>	

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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 Term update	Summer Term 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.	Curriculum planning time has continued to be provided to staff so that 'Wow' moments continue to be provided for children. During this term, children across school have benefited from a range of trips and experiences including, a trip to Smithills Farm, a trip to Old Trafford, visit to Kenyon Hall Farm, a local area walk as part of geography field work, an internet safety workshop and a Shakespeare Theatre experience day.	Staff have been allocated time to plan 'Wow' moments that enhance the curriculum. This has included, a trip to The Beatles Story, a trip to London to see a musical and sightseeing, a visit from the Pop Project, A Hansel and Gretel Gala workshop, a local walk, a trip to the local church, an American experience day, an Indian experience day, a trip to RHS Bridgewater and a composition workshop.	£10000
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.	Agreement reached with Local Authority for lease of the land. Fences approved for site and tree survey completed.	The fences have been erected around the site and the site is still under development.	£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.	Work has continued with the targeted children. The mental health lead has met with a family to identify coping strategies to help with the child's mental health and behaviour at home.	Targeted children have been in receipt of weekly creative therapy interventions and the mental health lead has met with another family in order to assist with a child's behaviour out of school.	£855
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.	Stirling questionnaires have been completed and children identified for intervention in the Summer term.	Interventions for targeted children have commenced. This includes Lego Therapy, Social Stories, Team Building exercises and work on the Zones of Regulation.	£0

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<p>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.</p>	<p>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.</p>	<p>The continuous provision has continued to develop to reflect the children's interests and areas of learning. Staff have undertaken CPD to improve the area and are developing their expertise in providing quality experiences and interactions in order to maximise learning for children when they are accessing provision.</p>	<p>Furniture and equipment has been ordered to enhance another Key Stage 1 classroom and the outdoor provision. The continuous provision was used during recent transition days with the new year 1 cohort to enable a smooth transition.</p>	<p>£10964.99</p>
<p>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.</p>	<p>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.</p>	<p>The wellbeing room continues to be used for timetabled interventions and provide a nurturing space on a needs led basis. Children are aware that this is a secure space and ask to use the room when they feel they need to.</p>	<p>The wellbeing room continues to be used for timetabled interventions and provide a nurturing space on a needs led basis. Children are aware that this is a secure space and ask to use the room when they feel they need to. This space is also used for play therapy with an external provider, focusing on the social needs of a targeted group of children.</p>	<p>£600</p>
<p>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.</p> <p>This also includes subsidies towards school trips and the annual residential trip involving upper key stage 2 pupils.</p>	<p>Specialist sports coaches have provided weekly football coaching to children in Early Years.</p>	<p>Children in Lower Key Stage 2 have taken part in weekly swimming lessons. An external provider has delivered weekly after school dance lessons and children have taken part in a dance competition with other local schools.</p> <p>Children in years 5 and 6 have taken residential trips where they took part in a range of outdoor physical activities.</p>	<p>Dance lessons and swimming lessons continued and were subsidised.</p>	<p>£1458</p>
<p>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.</p>	<p>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.</p>	<p>The well-being room has been used to provide Lego Therapy activities for targeted children. Equipment has been purchased and training provided to all staff on 'team building' activities. This will help to develop children's social skills and cooperative working.</p>	<p>The wellbeing room which is used for Key Stage 1 and children in EYFS has been regularly used for creative therapy, elements of PSHE lessons and mindfulness activities.</p> <p>In Key Stage 2, the wellbeing room is used for providing Play Therapy from an external provider, counselling, Lego Therapy, mindfulness activities, team</p>	<p>£2000</p>

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			<p>building activities and other activities and interventions which are provided on a needs led basis.</p> <p>In all areas of school, the wellbeing room is recognised as a safe, quiet space where children can ask to go to if they require a calming environment or a private space in which they can talk to an adult about any worries or problems they may have.</p>	
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	Counselling continues to be delivered to identified children. Further children have been identified and are on the waiting list to receive counselling.	Counselling has continued for targeted children. Some children have ceased their counselling as it was felt there was no longer a need for counselling. This has enable children who were on the waiting list to be seen.	£3000
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.	Wider Opportunities programme has been delivered to Year 4 pupils over the course of the Autumn term.	Year 4 children have benefited from learning to play the Samba drums and performed in a Wider Opportunities concert for parents and carers.	Wider Opportunities has continued to be delivered to Lower Key Stage 2 pupils. Additionally, children who are transitioning into year 3 were given the opportunity to take part in a Wider Opportunities workshop as part of their transition day activities.	£1200

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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 Term update	Summer Term 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'.	Small group support has continued to take place on a needs led basis with identified children.	Small group support has continued in worship time with targeted children, based on the needs of individuals within each class.	£29072.60
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.	Further opportunities have been given to the lowest attaining readers and children who have been identified as 'not yet' working above the expected standard. This has included extra reading time and phonics interventions in line with our new phonics scheme, Little Wandle. Priority has been given to the children who do not complete reading at home.	Children have taken part in regular reading with the class teacher and teaching assistants across school to ensure that every child reads to an adult in school at least once per week. For children who do not read regularly at home, teachers aim to hear them read more regularly than this.	
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.	Reading explorers comprehension groups have been delivered to a wider group of children during whole school worship time.	Reading comprehension groups have been established and are targeted at children who are working below the expected level or who are 'not yet' working at greater depth. For children in Year 1, reading groups are targeted, based on their reading levels in their phonics lessons which is consistent with our phonics scheme.	

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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.

Intended actions for 2021/22	Autumn Term update	Spring Term update	Summer Term update	Cost
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	Breakfast club continues to be subsidised. This has ensured that targeted children enter school calmly and prepared to start the day.	Breakfast club continues to be subsidised and is used by some targeted children to ensure a calm start to the day.	£4702.67
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.	Attendance has been monitored since the meetings with targeted families were held in the Autumn term. Newly identified families and families where attendance has not improved have been invited to meetings with the learning mentor and attendance continues to be monitored. Home visits have been carried out where persistent absences continue to be a concern.	The Learning Mentor has continued home visits and meetings with families where attendance is a concern. A higher profile has been given to attendance amongst children and families with teachers reporting on the attendance of individual classes. Additionally, the class with the highest attendance were treated to a day out at a local skate park and climbing wall.	£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 Term update	Summer Term 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.	The school's Green Room club is firmly established and is used to record a digital version of the school's newsletter. Classes have continued to use the facilities to record videos about learning that has taken place in their classes on a rota basis.	Every child has been involved in at least one whole class project involving green room activities and all children have contributed to whole school projects, using the green room.	£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.	Interventions have continued with identified children across EYFS and Years 1-6.	NELI interventions have taken place across EYFS and specific children have continued to receive oral language support in line with the advice from 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 Term update	Summer Term 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.	Staff have undertaken training, baseline assessments have been completed and Little Wandle is consistently delivered across EYFS and Key Stage 1.	Little Wandle is firmly established across Key Stage 1 and Early Years and some Key Stage 2 members of staff are undergoing training in order to provide keep up sessions for the children who did not meet the expected standard in the Key Stage 1 phonics screening check resit at the end of Year 2.	£7432.13

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