



# The James Montgomery Academy Trust

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**Mexborough St John the Baptist C of E Primary  
School**

## Pupil Premium Strategy Statement incorporating the Recovery Premium Information for Headteachers and Pupil Premium Leads

All schools must use the templates available on [GOV.UK](https://www.gov.uk) to publish their 2021 to 2022 pupil premium strategy, by the end of December 2021.



## Funding

The Government Advice is for those responsible for managing the use of pupil premium and (recovery premium in the 2021-22 academic year).

Advice is to consider taking a longer-term approach to the use of pupil premium funding and therefore 3 year plans are recommended. This can make it easier to plan the spending. If a multi-year approach is used, then there needs to be a review of the strategy and an updated statement every academic year before 31<sup>st</sup> December.

The recovery premium provides additional funding for schools in the 2021-22 academic year. Building on the pupil premium this funding will help schools to deliver evidence-based approaches for supporting disadvantaged pupils.

The recovery premium will be allocated using the same data as the pupil premium, so those children eligible for pupil premium funding are also eligible for recovery premium funding.

- Pupils who are eligible for free schools meals (FSM)
- Pupils who have been eligible for free school meals at any point in the last 6 years
- Children looked after by local authorities and referred to as looked-after children (LAC)
- Post-looked after children (post-LAC)

School recovery premium allocations will be calculated on a per pupil basis. Mainstream schools will get:

- £145 for each eligible pupil in mainstream education
- £290 for each eligible pupil in a special unit

There is a minimum payment that is referred to as a 'floor' to ensure that an eligible primary school will receive no less than £2000 (recovery premium).

As with pupil premium, the funding for looked-after children will be paid to the LA and will be managed by the virtual school.

The recovery premium will be paid in 4 payments to schools during the 2021-22 academic year:

Academy payments will be made on the first working day of each month in:

October 21      January 22      May 22      July 22

Pupil premium rates for 2021-22 are:

- £1345 per pupil for pupils in year groups from reception to Year 6 recorded as Ever 6 free school meals (FSM).
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- £2345 per pupil for Looked-after-Children (LAC) as defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority.
- £2345 per pupil for Children who have ceased to be looked after by a LA in England and Wales because of an adoption, special guardianship order, or child arrangement order.

Schools should spend the recovery premium on evidence-based approaches for supporting children. In line with EEF pupil premium guide. Activities should include those that:

- Support the quality of teaching, such as professional development.
- Provide targeted academic support, such as tutoring.
- Deal with non-academic barriers to success in school, such as attendance, behaviour and social and emotional support.

For mainstream and special academies, the pupil premium for 2021 to 2022 will include pupils recorded in the October 2020 school census who have had a recorded period of FSM eligibility since January 2015, as well as those first recorded as eligible at October 2020.

## Reporting and Accountability

Schools must show how they are using their recovery premium effectively by:

- Reporting on their use of the premium as part of the pupil premium strategy statement.
- Monitored through Ofsted inspections, where inspectors may discuss plans schools have to spend their recovery premium.

The statement must be published by 31<sup>st</sup> December 2021 to enable schools to take the needs of the new intake of children into account.

## Relevant Links to Information

<https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability>

[Using pupil premium: guidance for school leaders - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/using-pupil-premium-guidance-for-school-leaders)

[Recovery premium funding - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/recovery-premium-funding)

[Diagnostic Assessment Tool.pdf \(educationendowmentfoundation.org.uk\)](https://www.educationendowmentfoundation.org.uk/diagnostic-assessment-tool)

[Pupil Premium Guide | Education Endowment Foundation | EEF](#)



## Pupil Premium Strategy Statement

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.

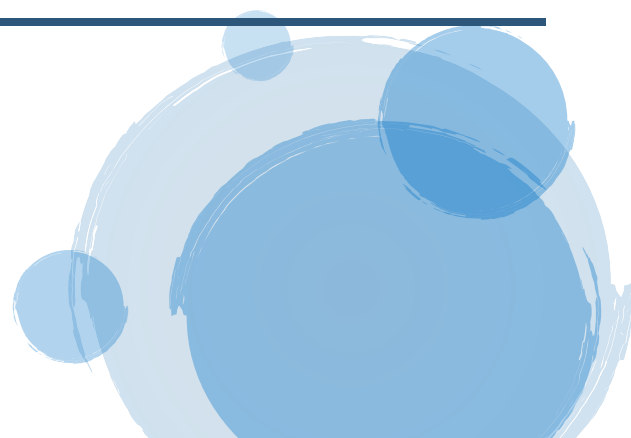
It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Mexborough St John the Baptist C of E Primary School
Number of pupils in school	204 (F2 – Y6) 239 (F1 – Y6)
Proportion (%) of pupil premium eligible pupils	34%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	1 <sup>st</sup> October 2021
Date on which it will be reviewed	September 2022
Statement authorised by	A Minor
Pupil premium lead	A Minor
Governor / Trustee lead	I Hutchinson

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£94,150
Recovery premium funding allocation this academic year	£8,990
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£102,990



## Part 1: Pupil premium strategy plan

### Statement of intent

*You may want to include information on:*

*Pupils at Mexborough St John's will make at least expected progress in reading, writing and maths, through a tiered approach of:*

- ✓ *Quality first teaching;*
- ✓ *Targeted academic support and;*
- ✓ *Wider approaches to support emotional wellbeing, personal development and behaviors.*

*To achieve these goals, we will:*

- ✓ *Improve the quality of teaching by providing quality CPD by an accredited phonics and early reading scheme as well as CPD focusing on writing. CPD, practice and pupil attainment will be revisited and regularly monitored to inform future CPD.*
- ✓ *Provide a range of targeted interventions and opportunities in school to meet the learning needs of pupil premium pupils.*
- ✓ *Provide an inclusive pastoral support service for pupils and parents, identified by school as vulnerable or in need. We aim for disadvantaged pupils to increase attendance and punctuality at school, therefore narrowing the gap between themselves and non-disadvantaged pupils and thus enabling them to experience the full learning experiences at Mexborough St John's.*
- ✓ *Facilitate pupils accessing a widening range of enrichment experiences both in and out of school, which will positively impact on their academic achievement and well-being.*

### Challenges

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

Challenge number	Detail of challenge
1	Reduced language acquisition and limited vocabulary due to fewer opportunities for quality talk activities outside of school.
2	Poor phonic knowledge and confidence in reading due to inconsistencies and lack of fidelity within EYFS and KS1, coupled with limited support at home for some pupils.
3	SEMH needs including mental health and self-regulation skills.
4	Limited life experiences and enrichment opportunities which potentially impacts on pupils wider knowledge understanding and language acquisition.
5	Gaps in learning due to the Covid-19 pandemic. Many of our pupil premium pupils also fit into another vulnerable group such as having additional special needs.
6	Poor rates of attendance and poor punctuality of pupil premium pupils due to low importance of school for some parents.

## 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
<p>1</p> <p>To enhance pupil premium children's language and vocabulary knowledge.</p> <p>Gaps in language and vocabulary to be identified early and appropriate teaching and interventions to be put in place to diminish gaps.</p>	<ul style="list-style-type: none"> <li>• Reduce the attainment gap widened by the Covid-19 pandemic and securing attainment at ARE (speaking &amp; reading). Attainment to be in line with National at KS1 and above at the end of KS2.</li> <li>• Children who required, access SALT support and early speaking interventions.</li> <li>• All disadvantaged readers make at least expected progress by ASP2.</li> <li>• Teachers read a breadth stories on a daily basis and discuss language with the children.</li> <li>• High quality, language rich text will be used across the curriculum.</li> <li>• Reading fluency strategies are used in reading practise, shared reading, across the curriculum and intervention.</li> <li>• Teachers explicitly teach comprehension strategies from Y1 to Y6.</li> <li>• Prevention of SEN identification through early intervention. Improved progress of pupils with aggregated need.</li> </ul>
<p>2</p> <p>To enhance the phonic knowledge and reading fluency of pupil premium children.</p>	<ul style="list-style-type: none"> <li>• Quality first phonic and spelling teaching present in all relevant classes.</li> <li>• Phonic scheme used consistently and with fidelity across school.</li> <li>• All school staff to receive accredited phonics and reading training.</li> <li>• Daily interventions for any children who have gaps in their learning.</li> <li>• 90% of all pupils and 83% of pupil premium children achieve phonic screening.</li> <li>• 83% of pupil premium children read age appropriate texts with 90% fluency.</li> </ul>
<p>3</p> <p>To promote engagement by addressing social, emotional and mental health needs. - PP will show greater resilience and self-regulation during the school day – both in learning and during less structured time. (break and lunchtime).</p>	<ul style="list-style-type: none"> <li>• Children who required, access MIND support and early THRIVE intervention.</li> <li>• Pupil Premium children will have increased resilience and strategies they can call on to help them with life's challenges.</li> <li>• Children's self-confidence and control will be visibly noticeable.</li> <li>• Pupil voice will show greater positivity around strategies and approaches used for self-regulation.</li> <li>• Safeguard will show a decline in behavioural incidents for specific PP pupils (identified by SEMH need).</li> <li>• Case studies and numerical data show PP children are happy at school.</li> <li>• 'RecordMy' will show a decline in behavioural incidents for specific PP pupils (identified by SEMH need).</li> </ul>
<p>4</p> <p>No child is excluded from experiences to enrich the curriculum, due to financial family need.</p>	<ul style="list-style-type: none"> <li>• Pupil premium children who choose not to attend a club in the autumn term will be prioritised in the spring and summer terms.</li> <li>• Discounts will be available for all enrichment opportunities to include trips and visits, music lessons, residential etc.</li> <li>• Children will learn new skills and/or knowledge.</li> </ul>

Engagement in clubs and experiences will show access for all, irrespective of financial status at home.	
5 Provide 'catch up' or accelerated pathways in order to increase rates of attainment and progress. Bridge gaps in learning. Pupils access a wide range of interventions to meet their SEND needs.	<ul style="list-style-type: none"> <li>• Home learning packs and platform ensure timely remote learning that is of a high quality and meets pupils needs.</li> <li>• Home learning provides three to four hours of learning a day.</li> <li>• In class intervention bridges gaps in learning.</li> <li>• Tracking will show no / limited gaps in new learning and gaps between PP and NPP will cease to widen.</li> <li>• Pupil Premium Children will make at least good progress across all curriculum.</li> <li>• High attaining PP children will achieve Greater Depth. Where PP children have low entry levels and/or SEND the gap will diminish as a result of accelerated progress.</li> </ul>
6 Ensure high rates of attendance and good punctuality for pupil premium pupils.	<ul style="list-style-type: none"> <li>• Pupil Premium Children's attendance will meet the school's attendance target and be above national comparisons for PP children.</li> <li>• Pupil Premium persistent absence will be at least in line with non-pupil premium.</li> <li>• Pupil Premium punctuality to be broadly in line with Non-Pupil Premium.</li> </ul>

### 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: £13,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>EYFS leader to implement Early talk boost and book at bedtime initiatives. Provided CPD to staff where needed.</p> <p>Vocabulary taught explicitly with retrieval practice in reading practise, English, history, geography and science.</p> <p>Development of reading spine to include high quality, language rich text to be used across the curriculum.</p>	<p>School has identified that gaps in pupil's language and vocabulary begin in the EYFS and continue to grow as pupil's progress through school. Analysis of standardised testing and national tests show that pupils do not attain maximum marks on inference based questions.</p> <p>The Early Years EEF toolkit suggests that communication and language interventions have +6 months impact on pupil outcomes.</p> <p>CLPE 2020 (Centre for Literacy in Primary Education) - the use of high quality books within the reading curriculum is at the heart of a school's successful approach to engage and</p>	1

	support children to become motivated and independent readers.	
Bedrock vocabulary programme in Y4, Y5 and Y6 and word of the week to improve vocabulary in KS2 and reduce the gap in reading attainment between non-pupil premium and pupil premium children.	<p>There is a direct link between a pupil's vocabulary size and their academic achievement. Narrow vocabularies affect pupils' attainment. Helping pupils to improve and widen their academic vocabularies is essential if standards and outcomes are to improve. Oral language interventions consistently show positive impact on learning, adding up to five months' additional progress over a year.</p> <p>Bedrock Learning Oct 2020 - Looking at the average progress made on all topics completed by your students, Mexborough St John is the best Bedrock primary school for progress in North East- with 35% average progress across all students and 36% gains amongst students eligible for pupil premium funding.</p>	1
All teachers and TAs trained to use Little Wandle letters and sounds as the school's approach to synthetic Phonics and early reading.	Ofsted research shows that phonics should be the only strategy used to teach reading.	2
Purchase of phonics and early reading scheme, including e-books for EYFS and KS1	EEF research shows that phonics programmes have a + 4-month impact on pupil outcomes.	
Phonics and early reading leader employed to ensure correct implementation (consistency and fidelity) and additional CPD where needed.	EEF toolkit – parental engagement Schools which have a consistent approach achieve good results	

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

Budgeted cost: £ 79,521

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality first teaching for all pupils.</p> <p>Use of standardised testing to inform assessment and inform quality first teaching.</p> <p>CPD is ongoing for reading and writing by the English lead. Writing is a high priority on the school improvement / CPD plan.</p>	<p>EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD.</p> <p>Sutton Trust – quality first teaching has direct impact on student outcomes .</p>	1,2,5



Pupil progress meetings track progress of PP pupils and appropriate intervention are put in place.		
<p>Intervention teacher to provide targeted support to individual / small groups of pupils to bridge gaps in learning; focusing on phonics, reading and writing across KS1 and Y3.</p> <p>HLTA support in upper KS2 to work with targeted pupils to bridge the gap in writing and maths skills 0.4 days a week to UKS2 pupils identified as in need.</p>	<p>DfE – Catch up funding Schools should particularly focus on disadvantaged and vulnerable pupils as we know they have been most affected.</p> <p>EEF toolkit - Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average.</p> <p>This strategy has proved successful in previous years. Targeted pupils make rapid progress.</p>	5
<p>Employment of THRIVE trained pastoral support worker (0.6) and TA able to engage in therapy-based interventions.</p> <p>MIND counselling to support pupil's mental health.</p> <p>Employment of 1.5 TAs to give targeted class and 1:1 support to develop learning behaviours and target gaps in learning.</p>	<p>EEF research shows that behaviour interventions have a +3 month impact and social and emotional learning has a +4 month impact pupil outcomes.</p> <p><b>Research carried out for the Government's Green paper (Dec 2017) on children/ teenagers aged 2-18 found:</b>  <i>"There is evidence that appropriately trained and supported staff such as teachers, school nurses, counsellors, and teaching assistants can achieve results comparable to those achieved by trained therapists in delivering a number of interventions addressing mild to moderate mental health problems (such as anxiety, conduct disorder, substance use disorders and post-traumatic stress disorder).</i></p>	3, 5

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

Budgeted cost: £10,291

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Culture capital experiences promoted in the curriculum.</p> <p>Vast reduction in cost of:</p> <ul style="list-style-type: none"> <li>• Curriculum linked visits/visitors.</li> <li>• After-school and extra-curricular clubs.</li> <li>• Outdoor cultural visits.</li> <li>• Residential visits.</li> </ul>	<p>Enrichment activities offer children a context for leaning and a stimulus to trigger their interest which can be evidenced in pupil books and data.</p> <p>Oftsed research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils.</p> <p>EEF – sports participation increases educational engagement and attainment.</p>	4

	<p>EEF – outdoor adventure learning shows positive benefits on academic learning and self-confidence.</p> <p>The Sutton Trust, Parent Power - cultural participation (defined as going to the museum or to musical/theatrical performance), reading habits (how many books the child has, how much they read), and participation in extracurricular activities found largely positive effects of higher levels of cultural capital on education attainment.</p>	
<p>Employment of Inclusion manager (0.2) to monitor attendance and punctuality and coordinate approaches and strategies across school.</p> <p>Structured approach to attendance support including:</p> <ul style="list-style-type: none"> <li>• Targeted support for pupils below 96%</li> <li>• Shorter time frames for success.</li> <li>• Home visits.</li> <li>• Involvement with whole school rewards.</li> <li>• Half-termly low attendance letters.</li> <li>• Half-termly attendance meetings.</li> <li>• Collection form home if needed.</li> </ul>	<p>Last year 2020-21 our attendance for PP was 96.14% (an improvement of 0.76% from the previous year) with no significant differences between pupil premium pupils and non-pupil premium pupils. (Pupil premium pupils 96.13% an increase from 96%)</p> <p>Last year 2020-21 our overall late marks stood at 4.32%. For Pupil Premium pupils this was 7%</p> <p><i>Research from DfE (March 2016) showed that, for each KS2 and KS4 measure, overall absence had a statistically significant negative link to attainment – i.e. every extra day missed was associated with a lower attainment outcome.</i></p>	1,2,5,6

**Total budgeted cost: £103,112**

## 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. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

*If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?*

*School closed to all but Key Worker families and vulnerable pupils on Thursday 17th December 2020 due to the world wide pandemic. School remained opened to pupils of critical workers and vulnerable pupils. The maximum number of pupils attending on any one day was 90, this is around 40% of full school capacity. This reduced to 61 pupils which was around 29% of full capacity. Pupils that remained at home were taught remotely by their class teacher using the 'Edmodo' platform. Class teachers set daily activities for the pupils to complete including a range of daily high quality teaching videos. Teachers provided pupils with regular feedback. Home learning was accessed regularly (at least three pieces of*

*reading, writing, maths, SPaG/phonics completed each week) by approximately 55% of pupils. During this time our head teacher, SENCO and inclusion manager kept in regular contact with our vulnerable families and our mental health councillor continued to provide support to students via the telephone.*

*Due to school closure, some vulnerable pupils did not access all the measures planned for and put in place by the school. Our school reopened to all pupils on Monday 8th March 2021 and classes operated as bubbles to limit the spread of the virus. When class bubbles were present at school some of the desirable outcomes in the pupil premium plan had to be adapted to focus on gaps in learning. In addition, assessments were cancelled by the government. For these reasons it is difficult to fully evaluate the impact of pupil premium funding for 2021-22 in a quantitative way and it is widely accepted that some pupils may have continued to fall behind due to lost learning.*

*For the purpose of this review impact is based on pupil evidence from the period of April 2020 to July 2021*

### **2020-21 – widening gaps as a result of the Covid-19 pandemic and loss of learning due to school closure.**

Gaps in language and vocabulary to be identified early and appropriate teaching and interventions to be put in place to diminish gaps.

Diminished gap between PP and NPP pupils in reading and writing at the end of KS1 and KS2.

#### **Review:**

- All staff have high expectations for every pupil. They are keen to identify and meet the needs of each individual. This is so they can make sure that each pupil achieves as much as they can. Pupils at risk of falling behind are quickly identified. (Ofsted Report Oct 2019)
- F1: July analysis shows 2% decrease in communication and language from the same point last year. The use of early talk boost, talking boxes and book at bedtime has enabled us to effectively identify, target and plug gaps in learning. While communication and language remains at 54%, attainment in literacy has increased to 71% for this cohort.
- F2: Early identification of needs during EYFS has led to support being put in place for pupils with additional needs. Targeted intervention is enabling pupils to catch up on and 60% of PP attained a developing or secure level.
- KS1: QFT of phonics backed by swift intervention for children identified as needing extra support is helping to sustain progress from the previous year. In the Autumn 2020 term the Y2 cohort saw a narrowing of the gap between PP and non PP. The cohort had a 93% pass rate (72% for PP) using 2019 materials.
- KS1&2: Introduction of the school vocabulary policy has widened vocabulary experiences and regular use of knowledge organisers is embedding new vocabulary and its meaning.
- KS2 Bedrock program has had a positive impact on pupils learning by giving them greater confidence in reading complex texts. 95% of pupils show an improvement after completing five units. Standardised testing confirms this showing increases in language acquisition.
- Standardised testing in KS2 shows an increase in and comprehension from the same point last academic year and language structure above or in line with national averages. (July 2020 – July 2021)
- Lesson visits Summer Term showed that targeted ambitious vocabulary is applied through topic learning.
- Appropriately challenging work set for different groups of pupils including PP and Non PP children (Book Scrutiny Summer Term)
- July 2021 Teacher assessment shows (based on standardised testing and / or past SATs papers:
- End of KS1: 45% of all pupil premium children at ARE – reading and writing 55% - maths
- End of KS1 Pure Pupil Premium: There are currently no pure pupil premium in this cohort. All pupil pupils have complicating factors i.e. SEN / Summer born / CP.

- End of KS2: 100% of all pupil premium children at ARE – reading, writing and maths. 30% GD in reading and maths and 20% GD in writing and 20% combined.
- End of KS2: As above, 100% pure pupil premium children at ARE in reading, writing and maths with 25% combined.

**2020-21 – Low aspirations and self-esteem as a result of the Covid19 pandemic and loss of rich life experiences.**

No child is excluded from trips, visits and experiences to enrich the curriculum, due to financial family need.

Engagement in clubs, visits and experiences will show access for all, irrespective of financial status at home.

**Review:**

- Football club was launched in the autumn term. PP were equally represented.
- After school clubs ceased at the end of Autumn term due to the Covid-19 pandemic and school closures for a second time.
- Once restrictions allowed the whole school accessed a free visit to Yorkshire Wildlife Park (a farm visit for EYFS) in the summer term. This enabled pupil to reconnect with the wider community and enjoy the positive effects of cultural and 'normal' activities. For many pupils it was the first trip they had been on in 18 months. Although the impact of this experience can't be quantified it impacted positively on pupil wellbeing, parents and the wider community. This was reflected in classes after the visit.

**2020-21 – widening attainment gaps, deregulation, and mental health impacted as a result of the Covid-19 pandemic and loss of learning due to school closure.**

PP will show greater resilience and self-regulation during the school day, both in learning and during less structured time. (break and lunchtime)

**Review:**

- 'Lessons are not disturbed by poor behaviour. Pupils cooperate well together to share equipment and to complete joint tasks. They are confident and resilient. They are not put off when they find their work hard.' (Ofsted Report Oct 2019)
- Staggered start, break and dinner times has meant that children only engage with their own class and are supervised at all times by class teachers and/or teaching assistants. This has led to fewer behaviour incidents and resulted in children settling quickly to learning routines when back in the classroom.
- PP children engaged in learning and showing increased levels of perseverance and resilience when completing more complex tasks in reasoning and problem solving (lesson visits – Autumn and Summer Term).
- Ch on task for longer periods of time during writing sessions. Evidence of staff using strategies from Metacognition CPD to promote resilience and self-regulation. Pupils observed using these in Y2/3/5&6 (English lesson visits – Autumn and Summer Term)
- Close liaising between inclusion staff and MIND worker resulted in a sharper focus of pupil identified for MIND support. All pupils receiving support showed positive changes in behaviour within school and their class and the majority of pupils were able to talk about how they have made progress with their emotional health and well-being (at age and stage appropriate levels).
- Thrive entry and exit assessments evidence progress in personal, social and emotional skills for all targeted groups and individuals. Close analysis has enabled robust targeting and intervention.

**2020-21 – Gaps in learning as a result of pupils not engaging in remote learning.**

Quality home learning activities will minimise the disruption to pupil's learning.

Parents to support pupils in home learning and ensure that it is completed.

Pupils complete home learning and teacher assessment shows no / limited new gaps in pupils learning.

### **Review:**

- Planned activities to support parents with their children's learning were put on hold due to the Covid-19 pandemic, school closure and the restriction of visitors to school. However, during school closure, pupils received high quality remote learning. This included at least three videos each day of class teachers teaching core subject areas. This has been a great opportunity to give parents an in-depth insight of how reading, writing, maths, phonics and SPaG is taught in school and equip them with skills needed to support their children should they wish to do so.
- Paper based learning packs were produced and provided promptly to individual cases of isolation. School delivered packs where parents were unable to attend.
- Home learning was accessed regularly (at least three pieces of reading, writing, maths, SPaG/phonics completed each week) by approximately 55% of pupils. Robust systems were put in place to monitor engagement including:
  - Regular phone calls from class teachers and SLT to encourage and support engagement.
  - Home visits when families were hard to reach.
  - Access to free devices and internet connection.
  - The percentage of pupils engaging in remote learning published on the school's weekly newsletter.
  - Good examples of remote learning in each cohort shared and celebrated on Edmodo at the end of each week.
  - Each class teacher chose a remote learner of the week. They were visited by a member of the senior leadership team and received a special certificate and a prize. Their achievements were also shared on the school's weekly newsletter.
- Despite having robust procedures in place to monitor home learning and support families, many found it difficult to manage the expectations.
- School provided devices and internet access to families where needed. All families using loaned devices submitted learning on a regular basis.
- On the return to school robust assessments were used to identify gaps in learning and target intervention. Initially, the gap between PP and non PP had widened further, However, focused support has helped to begin to reduce this. See section A for attainment.

### **Attendance and Punctuality**

To improve the punctuality of children in receipt of PP funding, diminishing the gap between NPP. - PP pupils will not develop gaps in learning through poor punctuality

### **Review:**

Based on data Y1-Y6 (September 2020 – July 2021)

Overall school attendance: 96.90%

School Late Marks: 4.32%

Pupil Premium school attendance: 96.13%

Pupil Premium Late Marks: 7%

- Improved punctuality and attendance through targeted intervention by inclusion manager.
- Breakfast club and weekly incentives help to secure good attendance and punctuality.
- Early contact with parents offering support where necessary.
- Support staff helping children to catch up on missed learning when they are late by reviewing what has been learnt so far ensuring children don't develop gaps in understanding.

## Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
IPEEL	ROSI
Reciprocal Reading approaches	ROSI & JMAT

## Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

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## Further information (optional)

### ***Other activity being implemented to support disadvantaged pupils:***

- Free breakfast club places and targeted pastoral support during breakfast club.
  - Remote learning packs developed to support the learning of pupils self-isolating.
  - Purchase of Purple Mash to support remote learning and homework.
  - Use of IPEEL across KS2 to improve outcomes and develop self-regulation in writing, specifically for disadvantaged learners.
  - Use of metacognition and self-regulation strategies to impact on attainment.
- 