

East Dene Primary Pupil premium strategy statement

1. Summary information					
School	East Dene Primary School				
Academic Year	2021/22	Total PP budget	£174,850	Date of most recent PP Review	Feb 2020
Total number of pupils	277 (Excluding F1s)	Number of pupils eligible for PP	130 47%	Date for next internal review of this strategy	Feb 2022

2. Current attainment – based on 2018/19 KS2 data due to Covid-19 pandemic no formal assessments in 2019 – 2020 or 2020 - 2021		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving in reading, writing and maths	40%	71%
Reading progress score	-1.98	0.32
Writing progress score	-1.22	0.27
Maths progress score	-0.44	0.37

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Baseline entry scores are well below age related
B.	Retention of previous learning in Maths and English
C.	Limited vocabulary acquisition
C.	Social and Emotional intelligence issues such as low self-esteem and behaviour can have a detrimental effect on the academic progress of pupils eligible for PP.
D.	Ability to apply writing conventions consistently
E.	Missed learning due to school closures (Covid 19)
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
F.	Pupil attendance and punctuality (although rising) is below National
G.	PP pupils may have less learning support from home and levels of reading at home may be lower for some PP children. Parental engagement with school may also be lower. Some pupils eligible for PPG have limited access to good language role models in the home environment.
H.	High levels of deprivation

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	To ensure the difference between PP and Others is diminishing across school.	The gap between progress scores are below 1.0
B.	To ensure PP children will continue to attain in line with or better than their non-PP peers.	In-line with whole school targets, at least 85% of PP pupils will be at age-related expectations or above by the end of the academic year.
C.	Improve the rate of progress for eligible children.	Rapid progress made from low starting points and pupils make good or better progress across the academic year.
D.	Improve the rate of attendance for PP children.	Increase the number of families (pupils) who engage with family support services Attendance % increases
E.	Increase the % of PP children passing the Y1 phonics screen	% of PP Y1 pupils passing the phonics screen increased and in line with others nationally.

5. Planned expenditure					
Academic year	2021/22				
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Continue to Improve reading ability across school for all PP children, with a particular focus on improving reading outcomes at the end of KS1, both at EXS and GDS.	<p>To run reading interventions in all phases.</p> <p>Daily guided reading lessons planned each week, focus on DERIC skills but with clear support for pupils requiring this.</p> <p>Support from SLT on objectives identified from gaps analysis during pupil progress reviews.</p> <p>Additional phonics/early reading support from interventions.</p> <p>1:1 increased reading/phonics opportunities.</p> <p>Staff CPD from LA teaching and learning consultant (part of LA subscription)</p> <p>Regular phonics masterclasses for staff teaching RWI</p> <p>Increased opportunities for reading at home through Epic Reading.</p>	<p>Reading results 2018 - 2019 show it is essential for school to target reading as a focus to improve outcomes in KS2 for all children including those eligible for PP. Reading is a key priority on SIP. Children have also missed phonic skill development and early reading skills due to Covid-19.</p> <p>KS2 - % achieving EXS – 60% V 73% National GDS – 10% V 27%</p> <p>National</p> <p>Disadvantaged – EXS – 52% V 78% National GDS – 12% V 31%</p> <p>National</p> <p>Small group intervention work has proved successful in previous years.</p> <p>In addition to this in-house data from the academic year 2020 – 2021 shows that although progress and attainment in reading was good across KS2, this still requires improvement in KS1, with a focus on more pupils meeting EXS/GDS by the end of KS1.</p>	<p>Observations of reading sessions</p> <p>Observations of intervention sessions.</p> <p>Monitoring the impact of the interventions.</p> <p>Feedback from pupils at Pupil Progress meetings.</p> <p>Pupil interviews</p>	JS/JMc/KLM overseen by LR/JV	<p>½ termly at PPM</p> <p>QA cycle</p>
Improved writing ability across school for all PP children, improving writing outcomes for end of each phase.	To deliver staff writing CPD based on Novel Study – Y3/4 to access CPD run by Learners First	The EEF recognises the impact of running high quality structured interventions – <i>Improving Literacy 2020 and Improving Literacy in KS2 2017</i> .	<p>Observations of English lessons as per the half termly QA overview</p> <p>Feedback from pupil voice activities</p>	JS/JMc Overseen by LR/JV	<p>½ termly PPMs</p> <p>QA cycle</p>

	To ensure classroom environments promote the necessary basic skills and allow additional opportunities for pupils to write outside of English lessons	In-house data for 2020 – 2021 shows that the least progress was made in Writing across school and fewer % of pupils achieved ARE/GDS in writing than in reading or maths. Remote learning evaluations show that writing lessons had the least engagement despite differentiation, teacher learning/modelling videos and use of programmes such as Oak National Academy.	Observations of Pathways to Progress intervention Half-termly PP progress meetings Time dedicated to staff CPD sessions with feedback following any CPD – impact reports SLT release Focus of Autumn Term 1 moderation will be writing		
PP children achieve in line with Others nationally in Reading, Writing and Maths. To ensure high quality support for vulnerable children.	Additional adult support (CTs) targeted across phases. DHT & SLT targeted support for PP children. Small group teaching for all core subjects in each phase.	EEF Toolkit shows that feedback is one of the most successful strategies (+8 months) – targeted support provided to small groups will allow for more detailed and more immediate feedback. Although end of KS2 National Assessments were cancelled due to Covid-19 in the academic years 2019/20 and 2020/21 in-house data shows that PP children's attainment in Writing and Maths is a priority for action in 2021/22. Data analysis for 2020/21 also shows the impact of Covid-19 on pupil premium attainment across school but especially in FS2 & KS1. Small group interventions also supports the EEF Guide to Pupil Premium (2019) and the tiered approach of: Teaching Targeted Academic Support Wider Strategies <u>2018 – 2019 End of KS2 Outcomes:</u> Combined (All) 52% V 65% (National) Combined (PP) 40% V 71% (Others National)	Through the monitoring of summative data, half termly pupil progress meetings to analyse progress and attainment and through quality first teaching.	SLT	At each data collection point – 6 x per academic year
All teachers delivering excellent teaching and learning	CPD targeted for the needs of staff (teachers and teaching assistants), including joint planning and peer observations	EEF research shows that the effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds – equivalent to 1.5 years worth of learning.	Using data and whole school action plan to provide appropriate CPD. Monitoring for compliance and impact – see half-termly QA overview	SLT	At each data collection point – 6 x per academic year

Develop resilience and independence in all children following extended period of school closures due to Covid-19	CPD for CTs linked to developing independent learners. Spotlight Days – focus on mental health and wellbeing, including mindfulness.	Education Endowment Foundation research – ‘Meta-cognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of eight months’ additional progress.’ Further develop Growth Mindsets across school as evidence shows children in our school are less resilient so that they may meet life and learning challenges more readily.	Pupil Voice Assessment Information Lesson Observations Pupil baseline questionnaire and re-evaluation at end of project	SLT	
Total budgeted cost					£130,027 additional staffing £3500 – Staff CPD – LA/Learners First subscriptions £500 – RWI resources £500 – resources to promote writing across school £134,527
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
ARE reading attainment and above National average progress for PP pupils at the end of EYFS, KS1 & KS2. Increased attainment in the phonics screen for PP children in Y1	1:1 Reader timetables in place to improve speed and fluency. Daily phonic interventions – EYFS/KS1/KS2 Regular phonics masterclasses for staff teaching RWI 1:1 sessions (staff release time) Targeted reading interventions linked to outcomes from assessments. Ongoing staff CPD re: teaching & learning of reading and phonics	EEF Toolkit shows that 1:1 Tuition is an effective strategy (+5months). In house data for 2020/21 shows that we need to impact upon PP in order to make rapid progress.	Data monitoring in line with school assessment schedule. QA calendar – detailing actions across the year.	JS/KLM/JMc Overseen by LR/JV	At each data collection point – 6 x per academic year

	<p>All children in F2 to receive a high quality reading book each half-term. (£500)</p> <p>Support to be given to parents/carers as to how to share this book with the children and to provide them with a range of activities linked to the text to carry out at home.</p>				
<p>ARE writing attainment and accelerated progress for pupils in Y1 – Y6</p>	<p>To run specific writing interventions including Pathways to Progress in Y1 – Y6 (£1200) 3 x 20 – 30 min sessions per week following the structure: Review/Teach Practise Apply</p>	<p>Small group intervention has had a positive impact in previous years.</p> <p>The EEF recognises the impact of running high quality structured interventions – <i>Improving Literacy 2020 and Improving Literacy in KS2 2017.</i></p>			
<p>PP pupils meeting ARE and making at least good progress in Reading, Writing and Maths at the end of KS2.</p>	<p>Quality first teaching – CPD to be targeted to address staff needs.</p> <p>Class teachers/TAs to deliver interventions to identified pupils from F2 – Y6 (Half-termly RAPS recorded)</p> <p>Pre and Post Unit assessments to be used to inform planning and teaching.</p> <p>After school curriculum clubs to be delivered to Y6 pupils and offer focused support.</p> <p>Opportunities to be provided across the year for parent/carers to learn how to better support their children's learning at home.</p>	<p>EEF Toolkit shows that small group tuition and feedback have significant impact on attainment (+4 months and +8 months respectively)</p> <p>Interventions to be used to address misconceptions/consolidate learning.</p> <p>After school booster sessions will help pupils close the gaps due to Covid-19 without the children missing out on their broad and balanced curriculum</p>	<p>Data monitoring in line with school assessment schedule. QA ½ termly overviews – detailing actions across the year.</p>	<p>SLT</p>	<p>At each data collection point – 6 x per academic year</p>

To raise standards in spoken language/vocabulary	<p>Targeted support and intervention to raise attainment in spoken language/vocabulary acquisition. (particularly in EYFS/Y1)</p> <p>Use of the NELI programme in FS2 and Y1</p> <p>Word Aware 3 resources to be purchased to support targeted interventions for pupils in KS2</p>	<p>Addressing research into '30 Million Word Gap'</p> <p>In-house baseline assessment shows early intervention is needed in EYFS/Y1 and focus support is needed for identified individuals in KS2</p> <p>Hjetland et al (2017), in their systematic review found that spoken vocabulary predicted children's latter reading development. Vocabulary relates to reading comprehension, but impacts equally on curriculum areas that require specific word knowledge such as mathematics and science.</p>	<p>Through monitoring of summative data.</p> <p>Monitoring the impact of interventions QA activities</p>	SLT – JV/KLM	At each data collection point – 6 x per academic year
Interventions ensure that PP pupils across school make accelerated progress in the core subject areas.	<p>Class teachers to be released in order to deliver time limited interventions to identified pupils – termly RAPs to be recorded for each class.</p> <p>SEN TA to plan and deliver interventions for identified PP/SEND pupils 2 days per week.</p> <p>Post Unit assessments to be used to inform planning and teaching.</p> <p>Purchase intervention/support programmes to enhance teaching and learning for identified pupils (Reading Recovery – KS1)</p>	<p>EEF Toolkit shows that small group tuition and feedback have significant impact on attainment (+4 months and +8 months respectively)</p> <p>Interventions to be used to address misconceptions/consolidate learning.</p>	<p>Data monitoring in line with school assessment schedule.</p> <p>QA calendar – detailing actions across the year.</p>	SLT	At each data collection point – 3 x per academic year 6 x for Y6, Y2, Intervention on-entry and exit assessments to be undertaken and then analysed.
Total budgeted cost					£7500 (including purchasing of resources for interventions)
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
PP pupils improved attendance ensuring	Part-Time Attendance Officer (ams) will track the attendance of PP pupils	Regular school absence impacts upon attainment.	Through the monitoring of attendance data and attainment tracking (EMAGs).	BT	Half Termly attendance tracking

they are in line with National expectations.	and ensure incentives are put into place and the necessary support offered. Regular contact with key families to be made. Support for identified families offered.	2020 / 21 attendance data shows that PP attendance was below that of non PP pupils.	Weekly attendance monitoring Monthly Hub attendance meetings	Overseen by SLT	
Ensure curriculum enrichment for all pupils. Increase the number of PP pupils accessing residential visits.	To ensure a wide range of after school activities are available to our PP pupils, free of charge. Residential visits to be subsidised for PP Pupils.	Residential visits and curriculum enrichment supports social and emotional development. Ensure access for all pupils to allow cultural knowledge to be enhanced.	Monitor the number of pupils attending half-termly after school activities as well as residential visits. Target pupils for certain activities – building on their interests.	LR/JF	Each half-term Final review July 2022
To improve attainment outcomes by increasing the number of children who have access to a healthy breakfast. To impact positively on attendance and reduce the number of 'lates'	Breakfast club provision to be free for PP pupils. Range of activities to be delivered during breakfast club to enhance social interactions/communication Sporting and wellbeing activities to be offered as well as support in core subject areas.	EEF research suggests that providing before school breakfast club provision can impact positively on KS1 pupils attainment (+2 months) and although it stats no impact on the outcomes of KS2 pupils it is our belief that pupils learn better when their basic needs are met.	Monitoring the number of PP pupils attending. Weekly attendance monitoring Tracking progress/attainment of PP pupils through EMAGs.	LR/JF/BT	Termly
Increase parental involvement and engagement of PP Pupils.	Increased opportunities for parents to access learning workshops run by school staff (virtual/in-house dependant on Government guidance). To liaise with CLC Family Learning to deliver sessions in line with year group curriculum. Provide opportunities for parents to develop their own skill set – liaise with Unity Centre (as and when Government guidance permits)	EEF Toolkit shows that increased parental involvement is an effective strategy to raise attainment (+3)	Register of parent's attendance at learning workshops.	SLT	Termly
To ensure children's social and emotional	2 x Learning Mentors to be released each afternoon to support the running of	Tackling the issue of improving children's health and wellbeing is a nationwide initiative that must be addressed by schools and our	On entry and Exit SDQ completed for children accessing Nurture Support.	CR/JF to feedback to SLT	

<p>needs are met so that learning can take place. PP pupils to make accelerated progress/progress in line with their peers.</p> <p>Pupils eligible for PP are able to regulate their emotions.</p>	<p>Nurture Group with a focus on mental health and wellbeing interventions.</p> <p>CPD for Learning Mentors to enable them to deliver effective interventions for identified pupils.</p> <p>Additional resources to be purchased to support the running of these groups.</p>	<p>most vulnerable pupils should be given access to this in order to minimise potential barriers to it in their home situations. We will be using a range of strategies to support our pupils such as:</p> <p>Social Stories Comic strip Conversations SULP (social use of language programme) LEGO therapy</p>	<p>Monitoring of CPOMS</p> <p>Weekly attendance monitoring.</p>		
<p>To provide musical opportunities for vulnerable pupils</p>	<p>Recorder lessons & purchasing of recorders</p>	<p>Due to financial constraints, many children may not learn to play a musical instrument. In providing free music tuition and the performance experiences that go with it, we aim to help widen pupils' life experiences and raise their aspirations.</p>			
Total budgeted cost					<p>£8500 – attendance officer £500 – attendance rewards/initiatives £1000 – After School Club (L & L) £2000 – After School Clubs/Holiday Clubs £11,200 – Nurture Group provision (2 x LMs released each afternoon) £1000 – Nurture Group CPD/resources £6000 – Breakfast Club provision £2500 – Subsidise visits £500 – Purchase of phase recorders £33,200</p>

The plan is indicative of proposals made at the beginning of the academic year. These plans may change as the year develops and information will be updated throughout the year.