

Keir Hardie Primary School
Pupil Premium Planning – Strategy Statement
Academic Year 2021 - 2022



1. Summary information	
Number on roll (September 2021)	411
Pupils eligible for Pupil Premium (Nursery to Y6) – September 2021	153
Total amount to receive (unconfirmed): Rate of £1345 per child based on January 2021 census	£182,920
National Catch-Up fund	£13,160
Recovery Premium (£145 x 153)	£22,185
	2020 - 2021
	£195,025 + £11,353 (Catch-up Fund)
	2019 - 2020
	£200,640

	2019 - 2020	2020 - 2021	2021 - 2022
Percentage of FSM pupils (From Raise Online – validated data Sept 2019)	43%		33%
Percentage of Pupil Premium pupils	35.4% (not validated)	32.2%	37.8%
Number of Looked After Children eligible for Pupil Premium	0	1	1

School Context

Our school situates in Canning Town, an area of urban regeneration with substantial rebuilding. Many of our families experience high levels of social and economic disadvantage, we have a high number of pupils in families on low income and unemployment (this has been increased due to the Covid-19 pandemic), high levels of domestic violence, challenges of immigration issues and high level of mental health challenges. The school deprivation indicator is 0.39 and the proportion of pupils eligible for free school meals is 33%, both figures sig. above the national average (NA). 38% of our pupils receive the PPG. 16.1% of our pupils have Special Educational Needs; 1.2% of these pupils receive high needs funding and 1.2% have an EHCP. Most pupils are from minority ethnic groups (90.6%), whilst the proportion of pupils with English as an additional language is 51.2%, sig. above the NA. The stability of the school is 24%, sig. below NA. Currently. There is 1 'Looked After' pupil on roll. On starting school in the EYFS, the majority of pupils' skills and abilities are generally well below national expectations and their experiences are very limited. Despite this, all groups of children make outstanding progress from nursery to Y6.

% of Pupil Premium in Year Groups – September 2020

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
4%	31%	32%	33%	31%	42%	57%

% of Pupil Premium in Year Groups – September 2021

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
20%	36%	40%	41%	43%	37%	48%

2. Attainment – 2019 (Due to pandemic no current attainment – this is historical attainment)

	Pupil progress scaled score – provisional (dis)	Average scaled score - provisional	Pupils eligible for PP (school) - provisional	Pupils eligible for PP (Newham/National) - provisional
% achieving in reading, writing and maths				
progress in reading				
progress in writing				
progress in maths				

3. Barriers to future attainment (for pupils eligible for PPG, including More Able Learners)

The rate of unemployment in Canning Town is higher than the national average. Canning Town has 20% less Higher and Intermediate managerial, administrative or professional households than the national average. Home ownership is lower than the national average and all rented accommodation levels are higher than the national average, this suggests an area of economic deprivation. Most pupils are from minority ethnic groups (90.6%), whilst the proportion of pupils with English as an additional language is 51.2%, above the NA. The stability of the school is 24%, sig. below NA. Aspirations for pupils are low.

Covid-19 has had a negative impact on disadvantage pupils as a number of pupils did not have access to online learning through lack of technology in the home, including access to Wi-Fi. School made home learning accessible through access of Wifi hotspots, lending of school and government laptops and paper copies of learning however, some supportive educational sites could not be accessed by those who do not or have limited access of technology at home. In addition, a number of pupils had to share technology with other members in the household and therefore could always access the home learning regularly and consistently. Due to Covid-19, disadvantaged pupils may need to self-isolate for 10 days at a time and school may have to be in lockdown; pupils are unable to access a safe learning space and may not be able to access Blended Learning lessons and plans.

In-school barriers

issues to be addressed in school

A.	Pupils come into nursery and reception significantly below the National Average for Communication and Language. This has an impact on progress and attainment in reading and writing in EYFS and KS1
B.	Lack of real life experiences outside of the local area to broaden pupil's horizons and improve knowledge and understanding of the world around them.
C.	Narrowing the gap between PP and Non-PPG pupils across the school for MAL pupils which is in-line with National Averages
D.	Narrow the gap for disadvantaged pupils due to Covid-19

External barriers

issues which also require action outside school

E.	Attendance rates of pupils – especially those who are PP – including punctuality
F.	Housing issues – including overcrowding, poor living conditions, risk of evictions, temporary housing arrangements. This also results in high mobility of pupils
G.	Covid-19, school may have to go into lockdown forced by the government.

4. Desired outcomes

<i>Desired outcomes and how they will be measured</i>		<i>Success criteria/ Evidence</i>
A.	All pupils achieve pupils to achieve higher than National Average in Reading, Writing and Maths at the end Y6	<p>Increase the number of pupils working at age related expectations and above in Y6. Number of pupils working at age related expectations is the same or higher compared to attainment in 2019. Number of pupils working above age related expectations is the same or higher compared to 2019. PPG pupils to achieve in line with Non-PPG working at Greater Depth in Reading, Writing and Maths at the end of KS2 compared to National Average.</p> <p><u>Evidence:</u> Data reports Pupil Progress Meetings Books and planning Learning Journeys Interventions evaluations</p>

<p>B.</p>	<p>Pupils to receive a high number of real life experiences outside of the classroom and getting them ready for an ever-changing world and the next step in school life.</p> <p>Learning about life beyond Canning Town.</p>	<p>All pupils take part in educational visits outside of school or participate in workshops organised by visitors in all subject areas. Participation in annual Work Week. Pupils participate in residential visits at a reduced rate in Y5 and Y6 Learning about their own heritage and refugees during specific focus weeks.</p> <p><u>Evidence:</u> Curriculum Maps Learning Journeys Books and planning Educational and Residential visits Work Week evaluations Pupil voice for heritage and refugee week</p>
<p>C.</p>	<p>Increase the number of PP More Able Learners across the school in all subject areas.</p> <p>Pupils to participate in MAL projects in different subject areas – choose pupils who are on the cusp of achieving Greater Depth to be chosen</p>	<p>Number of pupils identified as MAL increased – by 2% or more in all subjects. Pupils working at Greater Depth is in line or above with National Averages for core subjects in KS1 and KS2</p> <p><u>Evidence:</u> MAL project evaluations for all subjects Data reports Pupil Progress Meeting Pupil Voice Learning Journeys</p>
<p>D.</p>	<p>Catch-Up and interventions in school put in place for PPG pupils who are underperforming due to Covid-19.</p> <p>Gaps have narrowed between PPG and Non-PPG.</p> <p>All pupils attending catch-up and interventions will make outstanding progress.</p>	<p>Gaps have narrowed over the academic year for those pupils attending bespoke intervention and catch-up sessions before, during and after school lead by class teachers and teaching assistants. Pupils attending interventions will made outstanding progress in order to narrow the gaps that have occurred due to Covid-19 part school closures.</p> <p><u>Evidence:</u> Before and after intervention/ catch-up assessments Minutes of meetings between class teachers and TAs Data reports Pupil Progress Meetings Planning and phase meeting minutes</p>
<p>E.</p>	<p>Improved school attendance rates for PP pupils who have persistent absence</p>	<p>PP pupils to attend at National Average of 96% (Summer 2021 was 95.2%) Persistent absences to be below 25% (27.4% Summer 2021) for PPG pupils</p> <p><u>Evidence:</u> Attendance reports Inclusion minutes Minutes of meetings – attendance Case studies</p>
<p>F.</p>	<p>Parents/carers are supported by the school</p>	<p>Increase in parental involvement in and around the school – workshops, family learning,</p>

	positively impacting on their child's learning	<p>volunteering in and around the school. Increase in the number of parents being part of the PTA. Parent learning and modelling learning strategies. Online workshops for parents – modelling lessons by class teachers when pupils are self-isolating or when school is part of lockdown Support for FSM vouchers/ food packages during Covid-19 and possible lock-down.</p> <p><u>Evidence:</u> Inclusion minutes Parent Workshop registers Attendance at school events (summer/ winter fair, parent evenings) Parent views FSM vouchers Attendance of online workshops</p>
G.	Blended learning is in place and established across the whole school to support pupils at home during lock down.	<p>Staff teach lessons for all subjects online. For those pupils who are unable to access online learning due to lack of technology – paper home learning packs will be available. Blended Learning online workshops for parents – modelling lessons by class teachers when pupils are self-isolating or when school is in lockdown. Laptops have been lent to parents/ carers who do not have access to technology at home but do have Wi-Fi. Access to Wi-Fi hotspots have been set up for those parents/ carers without Wi-Fi at home Phone calls home to pupils show that pupils are engaged with the learning.</p> <p><u>Evidence:</u> Safeguard Attendance of online workshops Laptop register</p>

5. Planned expenditure					
Catch-Up and Recovery Premium Funding					
Our desired outcome	Our chosen action/ approach	Evidence and rationale for this choice	How we will ensure it is implemented well	Staff lead	Review date
<p>Close the gap between PP and Non-PP pupils</p> <p>Budget: Catch-up Premium: £13,160 Recovery Premium: £22,185</p>	<p>Interventions such as:</p> <ul style="list-style-type: none"> • Reading for fluency • Basic skills for English and Maths • Numicon – Y1 and Y2 • catch-up/ pre-teach sessions with class teachers at least twice a week 	<p>Short burst sessions with bespoke interventions has shown that pupils have made good or better progress.</p> <p>Interventions in academic year 2020 – 2021 have shown a great impact in confidence of pupils and therefore have made good or better progress.</p>	<p>Training for all members of staff in the delivery of interventions – Numicon/ reading for fluency</p> <p>Class teachers to do catch-up sessions with identified underperforming PPG pupils.</p> <p>Monitoring of interventions by DHT and discussions in phase meetings</p>	DHT	Half termly

		<p>Increased confidence by pupils who have had catch-up and pre-teach sessions, as they are more willing to participate in class sessions.</p> <p>Assessment data has shown that those pupils who have had interventions or catch-up have made accelerated progress.</p>	<p>Drama specialist to come in and work with year groups Reception to Y3. Teachers will do pre-teach and catch-up sessions.</p> <p>Non-class based teachers to teach in year groups whilst class teachers do pre-teach and catch-up sessions at least twice a week.</p> <p><u>Evidence</u> Pupil Progress Meetings Monitoring Evaluations Assessments Intervention and catch-up evaluations and data</p>		
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The headings below demonstrate how we are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all

Our desired outcome	Our chosen action/ approach	Evidence and rationale for this choice	How we will ensure it is implemented well	Staff lead	Review date
<p>Close the gap between PP and Non-PP pupils</p> <p>Budget: £15,000</p>	<p>Interventions such as:</p> <ul style="list-style-type: none"> • 1:1 phonics • Reading for fluency • Toe-by-toe • Basic skills for English and Maths • 5-a-day maths • EAL group • Bespoke SEND sessions • Box clever • Catch-up/ pre-teach sessions with class teachers at least twice a week 	<ul style="list-style-type: none"> • Short burst sessions with bespoke interventions has shown that pupils have narrowed the gap with other pupils. • Increased confidence by pupils who have had catch-up and pre-teach sessions as they are more willing to participate in class sessions. • Assessment data has shown that those pupils who have had interventions or catch-up have made accelerated progress. 	<ul style="list-style-type: none"> • Training for all members of staff in the delivery of interventions • PPG pupils get the 5-a-day maths book free. • Drama teacher to come in and work with pupils from Y1 to Y6 – class teachers to do catch-up sessions with identified underperforming PPG pupils. <p><u>Evidence</u> Pupil Progress Meetings Monitoring Evaluations Assessments Classroom observations Intervention and catch-up evaluations and data</p>	<p>DHT</p> <p>SEND Team</p>	<p>Half Termly</p>

<p>Raise attainment in EYFS for Maths, Literacy and Understanding of the World</p>	<p>Continue with EYFS resource library – parents borrow resources from school to support and improve spoken language, maths, literacy and knowledge of the world around them</p>	<ul style="list-style-type: none"> • Parent feedback highlighted the cost of particular resources was too great as well as difficult to source. • Pupils who had access of the equipment at home, made good or better progress. • Parents felt comfortable in using the equipment at home during lockdown as it was modelled by teachers how to use them effectively. • Research shows children from talkative families may have heard 30 million more words by the age of 3 than those from less-talkative families. 	<p>Parent views and feedback indicates that parents use the resource library and that language acquisition has improved</p>	<p>DHT</p>	<p>December 2021</p>
<p>Budget: £1,000</p>			<p><u>Evidence</u> Parent views Data reports Special books Classroom observations Lending library register</p>		<p>March 2022</p>
					<p>Summer 2022</p>
<p>All PP pupils to achieve end of KS2 expected outcomes</p>	<ul style="list-style-type: none"> • Extended school – before and after school. • Booster sessions • Easter School for Y6. • Additional adults used to have smaller group sizes. 	<p>Targeted support has shown gaps in learning are addressed; pupils have opportunities to consolidate skills.</p>	<p>PPG pupils are first targeted to attend booster classes and Easter School</p>	<p>SLT</p>	<p>December 2021</p>
<p>Budget: £20,000</p>			<p><u>Evidence</u> Pupil Progress Meetings Monitoring Assessments Classroom observations Registers</p>	<p>Class teachers</p>	<p>March 2022</p>
					<p>Summer 2022</p>
<p>To ensure that phonics results for PP pupils continue to be above National Average and in line with previous year of 82% in Y1 and 85% in Y2.</p>	<p>Staff training for all staff new to phonics by phonics lead 1:1 phonics interventions for pupils who have fallen off trajectory in Reception, Y1, Y2 and Y3</p>	<ul style="list-style-type: none"> • Daily phonics sessions and 1:1 phonics sessions for identified pupils from Reception to Y3. • Intensive daily 1:1 phonic support has shown that pupils who have fallen off trajectory are able to 	<p>Staff are trained as phonics practitioners and will receive further training to move pupils on quicker to ensure that they achieve the phonics screening test</p>	<p>Phonics Lead</p>	<p>Second half Autumn Term 2021 for Y2 Phonics Test</p>
<p>Ensure pupils have secure phonics knowledge</p>			<p><u>Evidence</u></p>		<p>March 2022</p>
					<p>June 2022</p>

Budget: £3,000		achieve the phonics check.	Baseline assessments Pupil Progress Meetings Monitoring Assessments RWI development days 1:1 interventions Staff training notes		(Mainly Y1 but also those Y2 pupils who did not meet expected standards)
Raise attainment for reading across the school	<ul style="list-style-type: none"> • High quality reading books in class • Reading Gladiator groups for pupils working at Greater Depth in Y2, Y4 and Y6 • Interventions such as reading for fluency, toe-by-toe • Adults listen to pupils read at least once per week • World Book Day 	<p>Pupils that are exposed to high quality texts will have a better chance of having a love for reading.</p> <p>If pupils can't read, they cannot access the curriculum</p>	<ul style="list-style-type: none"> • Staff are trained for interventions such as reading for fluency, toe-by-toe or Wave 3 • Whole school approach to Reading for Pleasure in the morning • Whole school approach to pupils read to an adult at least once per week <p><u>Evidence</u> Baseline assessments Pupil Progress Meetings Monitoring Assessments 1:1 interventions Staff training notes</p>	Phonics and reading lead AHT English DHT	Termly
Budget: £8,920					
Raise attainment for Speaking and Listening across the school	<ul style="list-style-type: none"> • Speech and Language Therapist 1 day per week working in school. • Language Enrichment Groups (LEGs) for identified pupils in EYFS and KS1/ KS2 • Speech and Language Therapist to support staff on the delivery of S&L interventions. • Drama specialist working with pupils in reception to Y3 in Autumn term and then Y4 to Y6 in Spring Term 	<ul style="list-style-type: none"> • Speech and Language strategies supports good communication. • Language development supports pupils' ability to read accurately and confidently 	<ul style="list-style-type: none"> • Speech and Language specialist supports staff in the delivery of LEG groups. • Pupils who attend speech and language groups make accelerated progress. <p><u>Evidence</u> Baseline assessments Pupil Progress Meetings Monitoring Assessments 1:1 interventions Staff training notes</p>	SEND lead DHT	December 2021 March 2022 June 2022
Budget: £10,000					

<p>Ensure that the number of pupils working above age related expectations is in line or above National Average.</p>	<ul style="list-style-type: none"> • MAL projects for all subject areas run by or organised by subject leaders. • Staff training on Challenge/ differentiation • Reduced group sizes with additional adults in KS1 and KS2. • Attendance of Brilliant Club – at least 70% attending need to come from disadvantaged families –Y5 Summer 2022 • Target pupils who are on the cusp of achieving working above age related expectations for MAL projects in all subjects 	<ul style="list-style-type: none"> • Differentiated learning has a positive impact on pupils who are working above age related expectations as they are challenged more. • Number of PPG and MAL pupils on the MAL register has increased in each subject area before Covid-19 pandemic. Due to the pandemic there was more focus on pupils working at age related expectations, now that restrictions have lifted, we need to ensure that pupils are again challenged to be working above age related expectations. 	<p>Expectation of all subject leaders to run MAL projects.</p> <p><u>Evidence</u> Pupil Progress Meetings Monitoring Evaluations by pupils and staff Assessments Classroom observations Registers for projects Data</p>	<p>DHT</p> <p>Subject Leaders</p> <p>Class teachers</p>	<p>December 2021</p> <p>March 2022</p> <p>June 2022</p>
<p>Budget: £20,000</p>					
<p>To raise attainment in writing across the school</p>	<p>Writing projects for each year group: EYFS – Animal Magic Y1 - Colchester Zoo Y2 – Lambourne End Y3 – Legoland Y4 – Theatre Y5 – Margate Y6 – Thorpe Park</p>	<p>Focus will be on high quality hooks and writing exemplars to support high quality writing across the curriculum. This will increase the use of vocabulary in context and supports imaginative writing.</p>	<ul style="list-style-type: none"> • All year groups to have a writing project with a theme that will make cross-curricular links to other subjects. • All subjects have a clear focus on use of vocabulary and oracy in planning. This should support pupils in writing more effective genres. 	<p>DHT</p> <p>English subject leader</p> <p>Phase leaders</p> <p>Class teachers</p>	<p>Summer 2022</p>
<p>Budget: £20,000</p>	<ul style="list-style-type: none"> • Talk for writing training for all new staff. • Observing good practice through modelling of lessons and peer observations. • Writing workshops for pupils working at Greater Depth or are at the cusp of Greater Depth. 		<p><u>Evidence</u> Pupil Progress Meetings Monitoring Evaluations Assessments Classroom observations Book monitoring Pupil voice</p>		

ii. Targeted Support					
Our desired outcome	Our chosen action/approach	Evidence and rationale for this choice	How we will ensure it is implemented well	Staff lead	Review date
<p>Increase attendance rates and reduce persistent absence for PPG pupils</p>	<ul style="list-style-type: none"> • Learning mentors to continue to monitor pupils and follow up on absences. • Attendance webinars with Attendance Management Service. • Attendance meetings with targeted families. • Coffee mornings to share strategies and celebrate improved attendance. • Walking bus for PP pupils for a period of time. • Celebration of 100% attendance – whole class and individual. • First day response calling. • Parents to provide medical evidence for absences when absence is below 80%. 	<p>Attainment and progress cannot be improved if pupils are not in school.</p>	<ul style="list-style-type: none"> • Senior Learning Mentor will continue to track PPG pupils whose attendance falls under 90%. Letters will be send home and parents invited into school. • AHT supporting SLM with attendance. • DHT to support attendance team. <p><u>Evidence</u> Inclusion meetings Attendance meetings Celebrations for 100% attendance each term Weekly celebration of 100% class attendance Pupil Progress Meetings Home visits Attendance Webinars</p>	<p>Learning Mentors</p> <p>AHT</p> <p>DHT</p>	<p>October 2021</p>
<p>Budget: £6,000</p>					<p>December 2021</p>
<p>To address mental health and emotional needs of pupils</p>	<ul style="list-style-type: none"> • 1:1 Counselling sessions • Resilience champions in Y5/6 • Learning mentor support – including 1:1 and small group sessions • Whole staff training on mental health, resilience and well-being 	<ul style="list-style-type: none"> • Due to the pandemic, pupils may show more evidence of mental health issues such as anxieties etc. There may be an increase in the number of pupils displaying challenging behaviour, for which the counsellor provides support. • Understanding factors that can influence barriers to learning show that early identification and support of mental health needs are crucial to build self-esteem, resilience and good well-being. • Whole school approach to Language of Choice – 	<p>Resilience of pupils is increasing and less incidents that staff have to deal with as pupils will solve problems between themselves amicably</p> <p><u>Evidence</u> Feedback from staff training Monitoring of interventions Feedback from counsellor regarding progress Pupil Voice</p>	<p>SLT</p> <p>Mental Health First Aiders</p> <p>Learning mentor</p> <p>Outside counsellor</p>	<p>Half Termly</p>
<p>Budget: £25,000</p>					<p>Bi-weekly inclusion meetings</p>

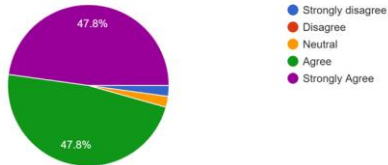
		which is used by all staff.			
iii. Other Strategies					
Our desired outcome	Our chosen action/ approach	Evidence and rationale for this choice	How we will ensure it is implemented well	Staff lead	Review date
<p>Improve physical well-being and ensure that pupils work towards a healthy lifestyle</p> <p>Budget: £25,000</p>	<ul style="list-style-type: none"> • Subsidised residential visits in Y5 and Y6. • 2 week intensive swimming courses for Y6. • High number of after school clubs relating to sports. • Participation in inter-borough competitions for a large number of different sports. • Sports leaders – Y3 to Y6 – in the playground at lunchtime • Staff training – in and outside of school. • Gymnastics coach. • Provision for SEN pupils through bespoke Physical Development sessions – ‘Let’s Get Moving’, Beckton Gym, Swimming. • Midday supervisor training • Lunchtime resources/ sports and games. • Focus Week – Health and sport 	<ul style="list-style-type: none"> • Newham has a high % of pupils identified as overweight or obese. • Improved physical well-being has a positive impact on self-esteem and confidence impacting on improved outcomes. • The pandemic research has shown that pupils in inner cities have dramatically reduced their physical activity. • Feedback from parent and pupil voice showed that they enjoyed the sessions during lockdown. 	<ul style="list-style-type: none"> • All pupils will participate in PE lessons and competitions. • All pupils will have a minimum of 2 hours of physical activity per week. • All staff have adequate training to promote healthy lifestyles. • Specialist sports coaches will support the PE team in providing high quality sessions <p><u>Evidence</u> Pupil voice Teacher voice Assessments Feedback from staff training Club registers</p>	<p>PE lead and coach</p> <p>Extended services lead</p> <p>AHT - curriculum</p>	<p>December 2021</p> <p>March 2022</p> <p>June 2022</p>
Access to educational visits for all	<ul style="list-style-type: none"> • Educational visits to support the curriculum and topics pupils are learning about. • At least 40% of any paid visit will be subsidised by 	<ul style="list-style-type: none"> • Increased understanding of different topics improves the language choices pupils make. • Increased life experiences 	All pupils will have the opportunity to participate in educational visits. Some visits may be bespoke to the needs of some SEND or MAL	DHT	<p>Autumn 2021</p> <p>Spring 2022</p> <p>Summer 2022</p>


Budget: £25,000	<p>school</p> <ul style="list-style-type: none"> Subsidised residential visits in Y5 and Y6 – at least 40% will be paid for by the school 	<p>provides pupils with a better understanding of the world around them and the choices they have in life.</p> <ul style="list-style-type: none"> Residential visit help pupils develop resilience, maturity, independence and team work. 	<p>pupils.</p> <p><u>Evidence</u> Curriculum overviews Medium Term Planning Book monitoring Photographs Pupil voice Staff voice</p>		
Curriculum Enrichment to enhance pupils learning experiences	<ul style="list-style-type: none"> Theatre companies performances Workshops for different subject areas so that pupils are taught by specialists After school clubs – gardening, arts & craft, computing, music, sports etc Specialist visitors 	<ul style="list-style-type: none"> Pupils develop skills and attitudes to enable them to participate fully, safely and positively both in and out of school. Provide opportunities for pupils to take part in a range of activities requiring life-long skills. Pupils develop good relationships within the school. 	<ul style="list-style-type: none"> All pupils will participate in an after school club to develop particular skills and knowledge and understanding. If clubs are oversubscribed, pupils will only participate for a term in order to give other pupils a chance to take part. <p><u>Evidence</u> Club registers Learning mentor Photographs Pupil voice Staff voice</p>	<p>DHT</p> <p>Subject leaders</p> <p>Phase leaders</p> <p>Extended Schools lead</p>	<p>Autumn 2021</p> <p>Spring 2022</p> <p>Summer 2022</p>
Budget: £25,000					
Develop pupils' awareness of the world of work and work related concepts and vocabulary	Participation of annual Work Week run by 15BillionEBP	<ul style="list-style-type: none"> Evaluations of workweek show that pupils develop a better understanding of the world of work and related concepts. Opportunities for pupils to challenge stereotypes and make links between jobs, subjects and skills 	<p>All pupils participate in Work Week</p> <p><u>Evidence</u> Work week evaluations – staff and pupils Feedback from volunteers and visitors</p>	<p>DHT</p> <p>PSHE leads</p>	<p>February 2022</p>
Budget: £4,000					
Supporting families and building relationships	<ul style="list-style-type: none"> Parent workshops Level 2 TA training provided in school 	<p>Parent would like to be involved in the life of the school and support their</p>	<p>Parents find it easier to come into school for any issues or queries that they might have.</p>	<p>SLT</p>	<p>October 2021</p> <p>March 2022</p>

Budget: £5,000	<ul style="list-style-type: none"> • Winter and Summer Fairs organised • PTA • Reading is fun events – Reception, Y1 • Attendance at assemblies of parents • Parent/ carer events • Parent online support for blended learning • Vouchers for FSM parents who are struggling 	children's learning	Evidence Attendance of Summer and Winter Fairs LPPA Award PTA meetings Parent surveys IQM award Artsmark award	June 2022
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LAST ACADEMIC YEAR (2020 – 2021) PUPIL PREMIUM PRIORITIES AND OUTCOMES

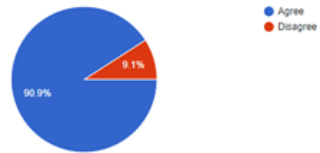
Priorities	Impact																													
Raise attainment in EYFS for Maths, Literacy and Understanding of the World	Due to the pandemic and national lockdown, progress for PPG pupils has been slower than previous years. There were 17 pupils on the PPG register; they did made better progress than non-PPG.																													
Close the gap between PP and Non-PP pupils	<ul style="list-style-type: none"> • PPG made better progress in reception (0.5), Y2 (0.1) and Y5 (0.1) on average. Reception in particular made better progress in writing through S&L interventions, writing for meaning (inside and outside provision), Y2 made better progress in reading (phonics interventions) and so did Y5 (reading for fluency interventions and targeted support) • There is no gap in Y1 between PPG and Non-PPG • Gap has narrowed in Y3 by 0.1, but Non-PPG continue to make better progress than PPG pupils do. There is a high percentage of PPG and SEND/ HNF in Y3. Data without SEND/ HNF PPG pupils shows minor gaps in reading, writing and maths. • Gap has widened by 0.1 in favour of Non-PPG in Y4. One pupil who is PPG is also SEND/HNF, without this pupil, the gap stayed the same. 																													
All PP pupils to achieve end of KS2 expected outcomes	<p>Due to the pandemic, progress and attainment has been lower than previous years. We used teacher assessment to inform progress and attainment.</p> <table border="1"> <thead> <tr> <th colspan="5">Progress and attainment data</th> </tr> <tr> <th rowspan="2">Subject</th> <th colspan="2">Attainment</th> <th colspan="2">Progress</th> </tr> <tr> <th>Year Group</th> <th>PPG</th> <th>Year Group</th> <th>PPG</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>73%</td> <td>62%</td> <td>8.5</td> <td>8.1</td> </tr> <tr> <td>Writing</td> <td>53%</td> <td>53%</td> <td>8.1</td> <td>7.8</td> </tr> <tr> <td>Maths</td> <td>58%</td> <td>56%</td> <td>8.0</td> <td>7.7</td> </tr> </tbody> </table>	Progress and attainment data					Subject	Attainment		Progress		Year Group	PPG	Year Group	PPG	Reading	73%	62%	8.5	8.1	Writing	53%	53%	8.1	7.8	Maths	58%	56%	8.0	7.7
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To ensure that phonics results for PP pupils continue to be above National Average and in line with previous year of 81%	Y2 phonics check in November 2020 was 82% for the whole year group. For PPG it was 78%. There were 2 pupils out of 22 who were disapplied. No phonics for Y1 in June 2021 – postponed to November/ December 2021.																													

<p>Ensure pupils have secure phonics knowledge</p>	<p>1:1 Phonics interventions for pupils in Reception, Y1, Y2 and Y3 ensured that pupils narrowed gaps with their learning. Monitoring and assessment showed that pupils made good progress.</p>															
<p>Raise attainment for Spoken Language across the school</p>	<p>Planning formats in all curriculum areas include a strong focus on vocabulary and oracy. Learning walks and book monitoring shows that pupils are beginning to use technical vocabulary more effectively and in the correct context.</p> <p>Y1 – 68% (Autumn) - 72% (Summer) Y2 – 69% (Autumn) - 75% (Summer) Y3 – 64% (Autumn) – 64% (Summer) Y4 – 64% (Autumn) – 62% (Summer) Y5 – 60% (Autumn) - 65% (Summer) Y6 – 83% (Autumn) - 85% (Summer)</p>															
<p>Increase in the number of pupils who are working at Greater Depth at the end of KS2 in RWM. Increase from 14% in 2019 - to be at or above National Average</p> <table border="1" data-bbox="114 539 770 903"> <thead> <tr> <th>University Preparation - pupil voice</th> <th>Before</th> <th>After</th> </tr> </thead> <tbody> <tr> <td>I understand how and why pupil study when they are at university</td> <td>62%</td> <td>83%</td> </tr> <tr> <td>I know a lot about the difference between learning in school and at university</td> <td>62%</td> <td>85%</td> </tr> <tr> <td>I know the steps I need to take to go to university in the future</td> <td>52%</td> <td>73%</td> </tr> <tr> <td>University is for people like me</td> <td>62%</td> <td>71%</td> </tr> </tbody> </table>	University Preparation - pupil voice	Before	After	I understand how and why pupil study when they are at university	62%	83%	I know a lot about the difference between learning in school and at university	62%	85%	I know the steps I need to take to go to university in the future	52%	73%	University is for people like me	62%	71%	<p>Due to the pandemic, the focus in school was on ensuring pupils had a better understanding and consolidating age related standards.</p> <p>11 Y5 pupils took part in the Brilliant Club (Power to the People – politics), all pupils achieved 2:1 or better with 4 pupils achieving a 1st. 2:1 - 71% PPG (5/7) 1st - 25% PPG (1/4)</p>
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<p>To raise attainment in writing across the school</p>	<p>On average year groups made 10% progress in writing from Autumn 2020 till Summer 2021.</p> <p>Y1 – 53% (Autumn) - 60% (Summer) Y2 – 50% (Autumn) - 66% (Summer) Y3 – 51% (Autumn) – 60% (Summer) Y4 – 59%(Autumn) – 63% (Summer) Y5 – 55% (Autumn) - 63% (Summer) Y6 – 52% (Autumn) - 67% (Summer)</p>															
<p>Increase attendance rates and reduce persistent absence for PPG pupils</p> <p>My child is encouraged to have good attendance and punctuality 46 responses</p> 	<p>Attendance for PPG increased from 95% in Autumn term to 95.2% in Summer Term and is only 0.4% lower than whole school attendance. Attendance during lockdown was outstanding overall.</p> <p>Parents/ carers are aware of the importance of good attendance. Persistent Absenteeism for PPG fell from 36.8% in Autumn Term to 23.6% in Summer Term.</p> <p>PA in the last 3 years for PPG has been: 2019 – 41.4% 2020 – 27.8% 2021 – 27.4%</p>															

<p>To address mental health and emotional needs of pupils</p>	<p>Recovery curriculum had a strong emphasis on mental health and wellbeing for the first 4 weeks after the summer holidays. Pupils were very settled and willing to learn. During lockdown in Spring 2021, pupils were eager to continue with their lessons and our attendance was on average 90%. Pupils were highly engaged and knew whom to turn to when needing support. Weekly 'keeping in touch' phone calls were made by class teachers and learning mentors during lockdown and when pupils had to self isolate. Mindfulness training for pupils in Y4 to Y6 by school counsellor. Targeted support for PPG pupils by Learning Mentors.</p>
<p>Improve physical well-being and ensure that pupils work towards a healthy lifestyle</p>	<p>Pupils had at least 2 hours of PE sessions during the week in Autumn, Spring 2 and Summer term. During lockdown, the PE coach created daily ready for learning sessions that pupils could follow at home. Feedback from parents/ carers and pupils was that they thoroughly enjoyed it (some parents joined in with the children) and it set them up for the day. Pupils physical health improved during the time they were in school. In Autumn and Summer term, sports clubs were provided for SEND and pupils from Y1 to Y6 with a focus on multi-skills. An outside provider taught gymnastics to Y2 to Y6 for a half term and for nursery, reception and Y1 throughout the year in order to improve physical development and specific skills. PE assistant worked in EYFS to improve fine and gross motor skills for pupils. Progress was 2.2. Y6 took part in 2-week intensive swimming course at the London Aquatics Centre. At the end of the course, all pupils improved their swimming skills.</p>
<p>Access to educational visits for all</p>	<p>In Summer 2021 all year groups had a chance for a visit outside of school: Y1 – Colchester Zoo (related to Science) Y2 – Lambourne End (related to Science) Y3 and Y4 – Legoland (D&T) Y5 – Margate – Geography Y6 – Thorpe Park – End of school celebration Pupils were excited to be able to travel by coach to different places and enjoy outside experiences after lockdown.</p>
<p>Develop pupils' awareness of the world of work and work related concepts and vocabulary</p> 	<p>Feedback was incredibly positive with teachers stating that WOW had been well adapted for virtual delivery.</p> <ul style="list-style-type: none"> • 100% of teachers stated WOW taught pupils about their specific theme of work to a High or Good Extent. • 100% of teachers stated WOW promoted problem solving to a Good Extent. <p><i>"We liked the theme of the postal worker & linking her job to other jobs. The children were able to see a clear link for what a postal worker does & how they help the community."</i> Reception <i>"The children really enjoyed the volunteer workshops as it gave them an insight into real life jobs. It allowed them to think more realistically. They also enjoyed being challenged to think about what is actually necessary & what luxury is."</i> Year 4</p>
<p>Curriculum Enrichment to enhance pupils learning experiences</p>	<p>Virtual experiences were booked for pupils for PE, PSHE, Geography, History and Science to ensure that the curriculum was engaging and exciting for pupils, even during lockdown.</p>
<p>Supporting families and building relationships</p>	<p>Weekly 'keeping in touch' phone calls were made by class teachers and learning mentors. FSM vouchers for struggling families during lockdown or when bubbles had to be collapsed. Signposting to a variety of support networks for housing, foodbanks, mental health agencies to support families in need. Parent/ carer feedback was highly positive</p>

My child was able to get help effectively when they didn't understand the learning (if not, please provide details in the answers below).

55 responses



“just do what you always do” – parent feedback on what we could do to help and support you and your child – Autumn 2020

“Teacher was always there if we needed something” – Summer 2021

“Contacting parents and children to check how they coping and discussing progress” – Summer 2021