

Pupil premium strategy statement: Reed First School

What is Pupil Premium?

The Pupil Premium Grant (PPG) has been awarded to schools since April 2011. Schools get £1,320 for every primary age pupil, who claims free school meals, or who has claimed free school meals in the last 6 years.

Additionally, children who are, or have been in care (CLA) are supported by a grant of £2,300.

Why is it important?

The PPG is used to address underlying difficulties faced by some families. Our school uses the grant in a variety of ways to suit the individual needs of each child in receipt of the grant to help them to achieve their potential.

1. Summary information

Academic Year	2019-20	Total PP budget	£ 7,958 (- £320 Early Years Funding)	Date of most recent PP Review	July 2019
Total number of pupils	38	Number of pupils eligible for PP	6 [16% of total NOR]	Date for next internal review of this strategy	July 2020

2a. Attainment of Disadvantaged Pupils at the end of Year 2 2019

No. of DA pupils in cohort: 2	% of all pupils at EXS+	% of DA pupils at EXS+	% of all pupils at GDS	% of DA pupils at GDS
Reading	64	50	27	50
Writing	45	50	0	0
Maths	64	50	27	50

2b. Progress of Disadvantaged Pupils from Key Stage 1 to end of Year 4 2019

No. of DA pupils in cohort: 0	
Reading	N/A
Writing	N/A
Maths	N/A

3. Summary of the main barriers to educational achievement faced by children at our school eligible for PP, including high ability

One main barrier faced by the children at our school eligible for the PPG grant relate to social and emotional issues impacting on their readiness to learn including the acquisition of early oral skills. However, this is not the case for all and with such small numbers it is imperative that we treat each child as an individual with individual needs. Other pupils who are eligible for PP receive less support at home to complete home learning. Families and pupils require extra support to reinforce skills taught in school at home too. For some children there is also a barrier to accessing rich extra-curricular experiences owing to restricted family finances.

In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

Pupils being 'ready to learn' in class (pupils are in a secure place mentally/emotionally).

Limited speech and language skills which impacts on learning.

Poor learning skills. E.g. organisation, commitment, resilience.

Gaps in prior learning.

High percentage of pupils in KS1 and 2 who have not been educated at this school since Early Years and have started as in year admissions.

External barriers *(issues which also require action outside school, such as low attendance rates)*

Access to resources, such as books, libraries, life experiences.

A lack of regular routines including home reading, home learning, spellings.

Parental engagement with school in supporting children's learning.

3. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	PPG pupils are well supported and feel confident and happy. They are increasingly independent but know where to find help if and when they need it	Children eligible for PPG across make accelerated progress in reading, writing to close the attainment gap.
B.	Increased attainment and higher rates of progress for all children eligible for PPG thus closing the attainment gap. Gaps are identified and targeted teaching/interventions teach to gaps.	Children eligible for PPG make accelerated progress in reading and writing so they meet age related expectations and /or close the attainment gap. Measured by teacher assessments, internal tests and SATs. Formative assessment will show gaps being addressed. Children will make <i>(or exceed)</i> expected progress. Measured by teacher assessments, internal tests and SATs.

C.	Children will be supported to deal with anxiety, improve concentration, and handle difficult emotions.	Resources to use with all year groups purchased for Personal, Social and Health Education and Mindfulness. Continue to access support worker resources. Children are able to identify and share their worries in order to support their mental health along-side accelerated progress in reading, writing and or maths.
D.	Accessibility to rich extra-curricular experiences including learning an instrument is not restricted because of finances.	Children will be able to attend a wider range of rich extra-curricular experiences and the impact of this will be seen in their work and discussions.

4. Planned expenditure				
i) Achievement				
Chosen approach	Evidence / rationale for choice	Implementation	Staff lead	Review date
Intervention for selected pupils to be supported in accessing learning.	Pre-teaching and consolidation will support pupils before and after whole class lessons.	Specific intervention time –writing, reading and maths.	VW	Jan + July 2020
Small group and 1:1 support	Research from the Education Endowment Foundation Shows use of metacognition and self-regulation approaches aim to help pupils think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring and evaluating their learning. Interventions are designed to give pupils a repertoire of strategies to choose from and the skills to select the most suitable strategy for a given learning task.	Specific intervention time for reading, writing and spelling. Magic Spells Intervention from ISL to be implemented after training.	VW	Jan + July 2020
Providing time for teachers to provide feedback and discuss learning enabling barriers to learning to be understood and targeted and learning goals to be set and discussed.	Research from the Education Endowment Foundation shows that giving effective feedback to children has a positive impact on attainment. We want to provide time for teachers to discuss learning with individual children. All writing, reading and maths lessons will include planned times for reflection, editing and verbal feedback.	Day to day feedback will be apparent in the response in books from pupils. Pupil voice will show an understanding of what they need to do in their next steps.	VW	March 2020 July 2020
Purchase high quality texts to support and inspire speaking and listening in order to engage more in reading and writing and raise standards offering equal	Research from the Education Endowment Foundation shows children will need a range of wider language and literacy experiences to develop their understanding of written texts in all their forms. This should include active	Useful speaking and listening activities include: Pupils reading books aloud and being encouraged to have conversations about them; a teacher modeling inference-making by asking relevant	VW	March 2020 July 2020

opportunities in range and standard of resources. Purchase high quality texts to support links in teaching and learning in phonics and spelling across the school and at home.	engagement with different media and genres of texts and a wide range of content topics.	questions aloud and answering them themselves; pupils engaging in paired or group work so they can share the thought processes that led them to make inferences; activities which extend pupils' spoken and receptive vocabulary; and a teacher encouraging children to clearly articulate what they are going to say in their writing.		
Introduce a range of experiences to engage and promote a love of reading and writing and offer experiences which the children may otherwise not have access to.	All children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education.	Invite visiting authors, artists, theaters in to school to engage the whole school.	VW	July 2020
Total budgeted cost :			£4000	
ii) Engagement				
Chosen approach	Evidence / rationale for choice	Implementation	Staff lead	Review date
Covering the cost of Early Birds and Night Owls	Research from the Education Endowment Foundation indicates that attendance at wrap around care boosts progress in reading, writing and maths and also improves concentration.	All parents will be offered the option of their children attending wrap around care where home learning will take place as part of the session.	TS	July 2020
Accessing professional support such as North Herts DSP, NESSie and Home Start	Accessing professional support where more complex barriers to learning have been identified. Through being able to provide this extra support we will also be building positive relationships with families.	Access family support worker, counselling and other support.	SENCO	July 2020
Nurture support	Children require consistent, supportive relationships and positive developmental experiences in and out of school to develop the critical skills, attitudes, and behaviors they need to succeed as adults – Wallace Foundation Study 2015	Purchase whole school PSHE scheme and mindfulness resources.	VW	July 2020
PSHE delivery using Jigsaw resources.	PP pupils are more likely to encounter difficulties that threaten their emotional well-being. Therefore, the	Staff Meetings, ongoing CPD, whole school focus on protective behaviours, resilience and mindfulness	VW	July 2020

	network of support around them is vital. The development of their personal and social skills	PSHE curriculum delivery supported by Jigsaw.		
Total budgeted cost :			£2 000	
iii) Enrichment				
Chosen approach	Evidence / rationale for choice	Implementation	Staff lead	Review date
Children to access a range of social/cultural/sporting experiences, visits, [including residential] workshops and activities.	By giving children access to wider opportunities we enrich their learning experiences as fully as possible and provide equal opportunities for all pupils, regardless of families' personal means.	Activities will be offered and parents made aware that costs will be covered.	VW TS	July 2020
Children to have access to a range of extra-curricular activities	Evidence suggests that supporting Arts participations and pupil participation in arts and sports activities has a positive impact on attainment in mathematics and in literacy/English. <i>Understanding the impact of engagement in culture and sport A systematic review of the learning impacts for young people. CASE</i>	Children will take part in all extra-curricular activities and clubs they choose to. Children will have the opportunity to learn an instrument if they choose to.	VW TS	July 2020
Total budgeted cost :			£1500	

1. Review of expenditure				
Previous Academic Year		2019 / 2020		
i. Achievement				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Increased attainment and higher rates of progress for all children eligible for PPG thus closing the attainment gap. Gaps are identified and targeted teaching/interventions teach to gaps.	Training through Herts Speech and Language development team for one to one support for spelling.	<p>Children eligible for PPG make accelerated progress in reading and writing so they meet age related expectations and /or close the attainment gap. Measured by teacher assessments, internal tests and SATs. Formative assessment will show gaps being addressed. Children will make (or exceed) expected progress. Measured by teacher assessments, internal tests and SATs. PP children have all shown at least expected progress, data tracking shows 50% of PPG pupils reached expected standards or beyond in reading, writing and maths.</p> <p>Early indications show accelerated progress in reading, writing to close the attainment gap for pupils who took part. Resources used in one to one sessions transferred to class use e.g. word cards. Time to complete limited due to school closures.</p> <p>Teacher and TA feedback reflected on effective use of tracking back documents from HfL. Planning much more specific and SMART targets linked to Individual Pupil Support Plans. Independent editing and reviewing seen in books across Key Stage One and Two.</p> <p>All English books demonstrate improved self - editing and use of resources to support 'find and fix' process available in each classroom. Pupils responding more to verbal and written feedback.</p> <p>Texts used are age appropriate and engaging to ensure specific skills can be taught and progress made. Impact seen in vocabulary choices made and use of texts and talking reflected in writing particularly at Key Stage One.</p>	Pupils begin to make links between secured sounds and words and apply to reading and writing. Teaching remotely had some impact but use of resources to manipulate one to one have higher impact. Resources transferred to class used independently by children. Use of 'Magic Spells' to continue.	£65.00
	Intervention folders for the KS1 and 2 classes with targeted sessions for one to one or small group planned by teachers, delivered by teaching assistant.		Further training could be needed for identifying next steps.	£100.00
	Marking and feedback policy reviewed and shared with all pupils to ensure understanding and expectation. Agreed as part of English subject leader policy to use part of every lesson to feedback, reflect and act.		Continued development needed in light of Covid-19 disruption.	£247.00
	High quality texts purchased using HfL recommended text guide.		Impact seen in end of Year 2 writing achieving greater depth. Progress for all PP children in reading at writing positive. Further movement needed to close the gap but low starting points and home learning have had a significant impact on progress which is measurable.	
High quality texts purchased to support the progress of reading following progression in phonics closely at school and home.	Reading scheme books researched but not purchased due to Covid-19.	£300.00		
Outside providers to bring wider experiences to pupils in school.	More opportunities needed as some booked needed to be cancelled / postponed due to Covid-19.			

ii. Engagement				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>PPG pupils are well supported and feel confident and happy. They are increasingly independent but know where to find help if and when they need it.</p> <p>Children will be supported to deal with anxiety, improve concentration, and handle difficult emotions.</p>	<p>Subject leaders have researched and implemented use of resources to support all pupils in their subject across the school. Aim to achieve continuity in strategies and ability to work with greater independence and make links in learning across the school.</p>	<p>Designated areas for subjects as agreed in every room including: role play, maths stop, interactive working walls for maths, English, science, topics, time lines for history, globes and maps for geographical skills knowledge.</p> <p>The areas have had a positive impact of pupil enthusiasm to discover and find out. Majority of children automatically select resources as and when needed and know how to make effective use of them.</p> <p>Children eligible for PPG across make accelerated progress in reading, writing to close the attainment gap. PP children have all shown at least expected progress, data tracking shows 50% of PPG pupils reached expected standards or beyond in reading, writing and maths.</p>	<p>Subject leaders will have more time to monitor implementation of agreed practices.</p> <p>School closure has limited the implementation as fully as intended.</p>	<p>Geography resources: £190.76</p>
	<p>PSHE scheme Jigsaw purchased.</p> <p>60 Mindful minutes purchased.</p>	<p>Resources to use with all year groups purchased for Personal, Social and Health Education and Mindfulness. Continue to access support worker resources. Children are able to identify and share their worries in order to support their mental health along-side accelerated progress in reading, writing and or maths.</p>	<p>Impact will be greater taught as year groups. Scheme to be relaunched September 2020 in year groups lead by designated staff members weekly.</p> <p>Mindful minutes to be launched September 2020.</p>	<p>£1620.00</p> <p>£50.00</p>
	<p>Wrap around care offered to all families</p>	<p>The intent for teaching of PSHE including Sex and Relationships Education is in place. Pupils taught in class groups. Limited impact due to Covid-19. Units covered saw opportunities for discussing issues faced by pupils in school and at home. 'Calm me' time has offered further opportunity to support anxieties.</p>	<p>Further engagement in clubs needed from PP families.</p>	
	<p>Professional Support Services working in school and as part of family support.</p>	<p>Parental questionnaire July 2020 100% of parents who complete the survey agreed their child was happy at school, 75% strongly agreed.</p> <p>No PP children made use of the facility, however, the offer of completing home learning and extra support to targeted pupils who did attend saw an impact particularly in standards in reading and engagement to read.</p>		

iii. Enrichment				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Accessibility to rich extra-curricular experiences is not restricted because of finances.	<p>Outside providers contacted to offer further extra-curricular clubs after school.</p> <p>Tenor Horn lessons continue for all Juniors.</p> <p>Performers in school for whole school engagement.</p>	<p>Children will be able to attend a wider range of rich extra-curricular experiences and the impact of this will be seen in their work and discussions.</p> <p>Clubs include: Sports club once a week, Performing arts once a week. Available to all pupils and cost paid for any PP child. Yoga also offered but not enough interest.</p> <p>High engagement levels, including one pupil invited to an extra enrichment day.</p> <p>Learning resulting from the performance as stimulus saw high levels of engagement. All pupils attended.</p>	<p>Covid is causing issues for continuing the clubs. Sports will continue outside.</p> <p>Further providers to be identified for outside experiences. Parental interest in Forest Schools.</p> <p>Future use of Peripatetic music lessons needed as soon as Covid restrictions ease.</p>	£50.00