

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 receive £1,345 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 £2,345.

Why is it important?

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. It provides funding, but also focus, setting the achievement of children from disadvantaged backgrounds as a priority within our school improvement with a focus on quality teaching and careful planning to impact on the outcomes of disadvantaged children.

1. Summary information

Academic Year	2020-21	Total PP budget	£ 5,380	Date of most recent PP Review	July 2020
Total number of pupils	42	Number of pupils eligible for PP	4 [10% of total NOR]	Date for next internal review of this strategy	July 2021

2a. Attainment of Disadvantaged Pupils at the end of Year 2 2020

No. of DA pupils in cohort: 0	% of all pupils at EXS+	% of DA pupils at EXS+	% of all pupils at GDS	% of DA pupils at GDS
Reading	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A
Maths	N/A	N/A	N/A	N/A

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

No. of DA pupils in cohort: 3	Percentage making + progress or Sig +
Reading	100%
Writing	33%
Maths	33%

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 / missed learning.

High percentage of pupils in KS2 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. They are resilient in their response to feedback and next steps.	Children eligible for PPG across make accelerated progress in reading, writing to close the attainment gap. Pupils are able to explain what they now know and what they need to do next to further improve. Learning in books shows evidence of self-learning by correcting mistakes and responding to feedback.
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 teach to gaps. Speech and language skills are developed to enable pupils to express themselves articulately and transfer this into their	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.

	written work, response to engaging texts and offer clear explanations for their thinking.	
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. Support given by external providers measure a positive impact through monitoring how pupils feel about their progress towards desired outcomes.
D.	Accessibility to rich extra-curricular experiences.	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
Continue to improve teaching quality to benefit all pupils and has a particularly positive effect on children eligible for the Pupil Premium.	<p>As highlighted by the Sutton Trust's 2011 report, the effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds.</p> <p>Subject leaders need to support the development of all teaching to ensure the intent for their subjects is implemented to offer consistent and quality teaching.</p>	Targeted time for subject leaders to support colleagues in ensuring agreed practices are implemented focusing on the use of one-to-one and small-group teaching involving structured interventions and careful tracking of skills and knowledge. (£700)	VW HTa	Jan + July 2021
Embed the values of the school to achieve natural attributes of independence and resilience in all pupils and drive consistent standards across the school and children's response and attitudes towards learning.	<p>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.</p> <p>Herts for Learning highlights that 'Now, more than ever, there is a need for our pupils to develop their self-efficacy and resilience to ensure that they are powerful</p>	CPD for senior leader to drive the improvement of independence and resilience as drivers of our learning to embed classroom approaches that empower pupils in building the learning behaviours needed for independence and greater learning potential. (£100)	VW	Jan + July 2020

	learners as we support their 'catching up' and getting back on track with learning.'			
Provide 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. (£200)	VW	March 2021 July 2021
Purchase high quality texts to support links in teaching and learning in phonics and spelling across the school and at home.	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 engagement with different media and genres of texts and a wide range of content topics.	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 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. (£1000)	VW	March 2021 July 2021
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 and develop the use of outdoor learning to engage the whole school. (£500)	VW	July 2021
Total budgeted cost :			£2500	
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	All parents will be offered the option of their children attending wrap around	TS	July 2021

	progress in reading, writing and maths and also improves concentration.	care where home learning will take place as part of the session. (£600)		
Accessing professional support such as North Herts DSP, NESSie and Home Start	Wellbeing, communication, achievement and independence are areas that the school seeks to address for identified students when spending Pupil Premium funding. Accessing professional support where more complex barriers to learning have been identified will mean we are able to provide extra support while we will building positive and supportive relationships with families.	Access family support worker, counselling and other support. Art therapy or play therapy for pupils with emotional and social needs to ensure their wellbeing is of focus in order to be able to learn effectively and develop life skills. (£600)	SENCO	July 2021
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 International forest schools state that: Forest Schools offer nurture learner-led exploration and discovery, nurturing meaningful experiences for positive lifelong impacts. Wellbeing is the foundation of our practice and through recognising the social, emotional and physical needs of participants we provide the guidance and facilitation for our time in nature.	Provide opportunities for outdoor learning including opportunities for child initiated learning. Nurture groups to raise self-esteem and confidence. Follow a graduated approach, meaning that children and young people should receive adequate support tailored to the severity of social, emotional and wellbeing difficulties they experience. (£800)	VW	July 2021
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 2021

<p>Children to have access to a range of extra-curricular activities</p>	<p>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></p>	<p>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.</p>	<p>VW TS</p>	<p>July 2021</p>
<p>Total budgeted cost :</p>			<p>£880</p>	