

## **E-ACT Pupil Premium Strategy**

**2021-2022**

### **Financial year statement**

For each child registered as eligible for free school meals at any point in the last 6 years:

- £1320 for pupils in Reception to Year 6

Schools will also receive £1320 for each pupil identified in the spring as having left local-authority care because of 1 of the following:

- adoption
- a special guardianship order
- a child arrangements order
- a residence order

If a pupil has been registered as eligible for free school meals and has also left local-authority care for any of the reasons above, they will attract the £1,900 rate.

Children who have been in local-authority care for 1 day or more also attract pupil premium funding.

Pupils in year groups Reception to Year 11 recorded as Ever 6 Service Child or in receipt of a child pension from the Ministry of Defense

### **Funding is for:**

- raising the attainment of disadvantaged pupils of all abilities to reach their potential
- supporting children and young people with parents in the regular armed forces

The grant may be spent in the following ways:

- for the educational benefit of pupils registered at that school
- for the benefit of pupils registered at other maintained schools or academies
- on community facilities

The LAC premium must be managed by the designated virtual school head (VSH) and used without delay for the benefit of the looked-after child's educational needs as described in their personal education plan.

The VSH should ensure there are arrangements in place to discuss how the child will benefit from pupil premium funding with the designated teacher or another member of staff in the child's education setting who best understands their needs.

### E-ACT's Pupil Premium for 2021-2022

Barriers to educational achievement	Desired Outcomes	Success Criteria
1) Pupils readiness for learning including well-being, regular routines, attendance and access to resources.	Pupils will be 'ready to learn' with effective support from Nurture groups, ensuring access to resources and support for attendance.	Pupils will access appropriate Nurture/ Interventions/ Resources in order to make good or better progress in their learning. Attendance of PP pupils will be in line with or better than National Average for Non-PP children.
2) Limited speech and language skills which impacts on learning.	Pupils are able use speech and language at a level that is appropriate for their age.	Pupils will be able to communicate effectively at an age appropriate level.
3) Gaps in prior learning including skills needed to retain knowledge taught	Gaps are identified early and high-quality, effective interventions/ catch up put in place to ensure these gaps are closed. Children will be equipped with skills and strategies through interventions and a whole school approach to ensure they can learn and access the curriculum	Termly data analysis, including knowledge checks, will show that these gaps are closing. Children will make good or better progress.
4) Parental engagement including aspirations, role models and academic support at home	Improved parental involvement and engagement with school workshops and events. Parents feel well supported to help their children at home. Pupils have a strong sense of self belief and high aspirations for their future.	Attendance at workshops and Community Hub events is high. PP families attendance at these events is good. Pupils to experience a wide range of opportunities to raise their aspirations. Children show high levels of self-belief, tracked through ongoing pupil voice.
5) Limited life experiences outside of family home	Pupils are exposed to a wide range of social/cultural and sporting experiences.	Pupils attend events/visit places they would not usually be exposed to.
6) Attainment in English and Maths	PP pupils' attainment is in line with that of Non PP in Reading, Writing, Maths and Phonics.	End of Key Stage assessments show % of PP children at ARE Phonics screen results for PP children are at or above National Average

## Pupil premium strategy statement (primary) 2021-2022

1. Summary information					
<b>School</b>	Reedwood E-ACT Primary school				
<b>Academic Year</b>	2021-2022	<b>Total PP budget</b>	£269,000	<b>Date of most recent PP Review</b>	June 2021
		<b>Total Recovery Premium budget</b>	£29,000		
		<b>Total budget</b>	£298,300		
<b>Total number of pupils</b>	475	<b>Number of pupils eligible for PP</b>	200	<b>Date for next internal review of this strategy</b>	February 2022

2. Current attainment – End of KS2		
	PP- Reedwood (41%)	National PP (20.8%)
<b>Combined</b>	67%	51%
<b>Reading</b>	75%	62%
<b>Writing</b>	79%	68%
<b>Maths</b>	71%	67%
<b>GAPS</b>	75%	67%

3.	4. Planned expenditure					
Academic year	2021-2022					
Barrier						
1)	Pupils readiness for learning including well-being, regular routines, attendance and access to resources.					
	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?	Review/Impact throughout the year
	To provide a nurture provision for those pupils with social, emotional and behavioural needs	<p>Targeted group support for identified needs through use of Pupil Premium passports – children have opportunities to explain and talk about their own wants and needs so that individualised support can be implemented</p> <p>The EEF Toolkit states that: On average, Social and Emotional Learning interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.</p> <p>Use of Nurture provision has shown in previous years to have a positive impact on children's well-being and ability to access provision in class</p>	<p>Children to complete a Pupil Premium Passport to identify their individual wants and needs- data collected and used to plan provision and Nurture</p> <p>Graduated approach to supporting pupils to be monitored by pastoral team through interventions such as play therapy and anger management</p> <p>SENCo targeted support e.g. lego therapy, pragmatics group</p> <p>Use of Forest School led by trained HLTA to support Nurture provision</p> <p>Develop the role of Well-Being Ambassadors to support across school including regular well-being assemblies</p>	Pastoral Team SENCo PP Lead	Case studies/ Pupil voice-termly  Termly tracking of children	<p>Aut 1 – Anger management – some children have been able to come off Anger management-ongoing assessments</p> <p>Forest School Nurture groups in Reception have helped children to settle into Reception- improvements in PSED seen by class teachers</p>

	<p>Regular homework club</p>	<p>Enabling children to have opportunities to access resources that they may not be able to access at home supports them to keep up with their peers and get the same learning experiences. Evidence shows that children completing homework supports their knowledge and understanding development as it consolidates what they have been taught in school. In order to close the gap for disadvantaged pupils, homework clubs can ensure that these children have the same opportunities for this consolidation.</p>	<p><b>Staff to run homework club</b></p> <p>Access for children to trust wide extra tuition by accessing it through school resources if this is unavailable at home</p>	<p>SLT</p>	<p>Termly updates</p>	<p><b>After school clubs set up-</b> Yoga club Cooking Club Sports Science Club Fizz Hands Homework Club 60% of children in clubs are PP Ensuring PP chn have access to clubs</p>
	<p>Consistent action plan and procedures to tackle absence</p>	<p>Pupils need to be in school to learn. NFER briefing for school leaders identifies addressing attendance as a key step. Expectation that all pupils attend school. Disadvantaged pupils are disproportionately likely to fall into the groups of pupils with the worst absence. Rewards and financial incentives, used wisely, can be useful in breaking persistent resistance to good attendance. Allocating part of the pupil premium to fund support for the transition of vulnerable pupils is likely to prove an effective use of resources. (School Improvement and Inspection Research)</p>	<p><b>Pupils absence monitored- attendance rewards in school</b></p> <p><b>Attendance officer to follow procedures and policies rigorously and consistently</b></p> <p><b>Vigilant school office staff in regards to lateness-tackling parents over reasons</b></p> <p><b>Attendance and RA action plan for persistent absence-following school, E-ACT and local authority</b></p>	<p>MLC</p> <p>Attendance officer CB</p>	<p>Weekly meetings to discuss attendance</p>	<p><b>Aut 1 – Attendance in school remains above the fortnightly published data</b></p>
<b>Total budgeted cost</b>						£80,000
2)	<b>Limited speech and language skills which impacts on learning.</b>					

	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?	Review/Impact throughout the year
	<p>To ensure that early communication needs are met.</p>	<p>The EEF toolkit suggests that: Overall, studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year.</p> <p>We want to provide extra support to maintain high attainment, Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence such as 'visual learning' by John Hattie and the EEF toolkit. Delivery of individualised speech and language programmes ensures that pupils are able to better access the curriculum and engage in the world around them.</p> <p>Early identification of needs in EYFS through the use of language development programmes has been shown to have a positive impact on children's speech and language development All pupils appear to benefit from oral language interventions, but some studies show slightly larger effects for younger children and pupils from disadvantaged backgrounds (up to six months' additional progress) (EEF Toolkit)</p>	<p>Use of bilingual support staff.</p> <p>EAL intervention groups and implementation of strategies to support EAL learners</p> <p>Weekly therapy input from Speech therapist (SALT) for SEN/identified children.</p> <p>Increase staff confidence in supporting pupils with speech, language and communication needs through CPD/INSETs</p> <p>Embedding Ruth Miskin programmes within English to promote partner talk – ensuring that all staff, including those in KS2, are well trained in phonics to ensure a consistent approach</p> <p>Talk Boost interventions</p> <p>Wellcomm interventions</p> <p>NELI programme delivered to identified Reception children</p>	<p>SLT/SEN CO</p> <p>EAL co-ordinator</p> <p>SLT/data manager</p> <p>EYFS Lead</p>	<p>Half termly review of data and intervention groups.</p> <p>Learning walks</p> <p>Weekly SLT meetings</p> <p>Pupil progress meetings</p> <p>Tracking for Talk Boost, Wellcomm and NELI</p>	<p>Aut 1 – Staff training delivered in using Speech Link to support children with Speech and Language needs- 60% PP 21/29 chn accessing SALT are PP – 72% Assessment results to follow Aut 2 – Speech Link groups so far are showing impact through successful assessments</p> <p>RWI training delivered to KS2 staff and interventions and Fresh Start set up Assessment results to follow</p> <p>Aut 2 – NELI training completed, all assessments completed. Children identified and ready to start in January – 4/6 are PP</p>

	Quality First Teaching of vocabulary across all lessons	<p>A consistent and robust approach to explicitly teaching vocabulary across the whole school.</p> <p>Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium (EEF Pupil Premium)</p>	<p>CPD for staff to ensure a consistent approach</p> <p>Support for staff from English leads for ECT's</p> <p>Use of knowledge organisers to provide high level of well-planned vocabulary to be taught across subjects/ areas of learning</p> <p>Pre-teaching interventions for pupils who need intervention</p>	<p>English Leads-NS/HL</p> <p>LSA's leading interventions</p>	<p>Knowledge checks regularly assessing what children have learnt</p> <p>Learning walks</p> <p>Book monitoring by SLT</p>	<p>Aut 1 – All PP children who need it receive interventions</p> <p>Aut 2 – Learning walks around school show positive impact of children learning new vocabulary consistently</p>
<b>Total budgeted cost</b>						£40,000
<b>3)</b>	<b>Gaps in prior learning including skills needed to retain knowledge taught</b>					
	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>	<b>Review/Impact throughout the year</b>
	To continue to improve the Quality First Teaching across the curriculum for all pupils within the Academy	<p>The effective inclusion of all pupils in everyday high quality teaching will ensure that children have an increased memory and ability to recall from this</p> <p>Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium (EEF Pupil Premium)</p> <p>Pupils are more active and attentive in lessons leading to increased levels of participation and therefore increased levels of progress</p>	<p>Staff INSETs</p> <p>Observations/ team teaching</p> <p>Performance management</p> <p>Well planned CPD programme</p> <p>Lesson observations indicate higher proportions of learners making accelerated levels of progress within lessons</p> <p>Lesson observations evidence increased levels of pupil participation and increased progress</p>	SLT/CLT	<p>Lesson observations half termly</p> <p>Book and planning scrutiny weekly following the CLT monitoring cycle</p>	<p>Aut 1 – Monitoring shows children making good progress</p> <p>Aut 2 – Lesson visits and learning walks show children making good progress</p>

	<p>To develop a whole school approach to utilising working memory</p> <p>Gaps identified through termly assessment and targeted intervention groups to be delivered by SLT/HLTA</p>	<p>Poor working memory skills are relatively commonplace in childhood, and have a substantial advance impact on children's learning.</p> <p>One striking finding across many studies has been that the children with poor working memory that we have identified via routine screening are rarely described by their teachers as having memory problems (Gathercole et al., 2006).</p> <p>EEF states that small group tuition is most likely to be effective if it is targeted at pupils' specific needs.</p> <p>Pupils will be able to work with HLTA/Qualified Teacher during interventions to 'fill gaps' in pupils' learning.</p>	<p>Staff training on working memory and classroom approaches – to do Summer Term, resources purchased</p> <p>SENCo to develop a whole school approach as well as targeted intervention for dealing with working memory</p> <p>Varied interventions (according to need) to be provided during (and sometimes before and after school). – Interventions timetabled Booster sessions in KS2 and through school holidays</p> <p>Monitor and assess through observations half termly and use of data.- data used to inform intervention planning</p> <p>Review during pupil progress meetings.</p> <p>Targeted catch up programme for pupils with specific gaps in knowledge delivered on 1:1 basis with qualified teacher and tutor</p>	<p>SENCo/ SLT</p> <p>HLTA Data Manager</p> <p>KB</p>	<p>Termly monitoring through Pupil Voice, Book Monitoring and Learning Walks</p> <p>Half Termly analysis of intervention data</p> <p>Regular feedback to SLT from adults delivering interventions</p>	<p>Aut 1 – All PP children who need support are accessing appropriate tutoring/interventions</p>
<b>Total budgeted cost</b>					£70,000	



4)	Parental engagement including aspirations, role models and academic support at home					
	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?	Review/Impact throughout the year
	Improved parental engagement	<p>Strong partnerships between home and school are proven to be very effective in helping children to make progress academically. If parents feel well supported and empowered to help their children at home then this has a positive impact on their child's learning and development.</p> <p>Schools should be optimistic about the potential of working with parents. There is an established link between the home learning environment at all ages and children's performance at school. Schools and parents have a shared priority to deliver the best outcomes for their children (EEF- Parental Engagement)</p> <p>Case studies such as Case study: Engaging disadvantaged families Written by: <u>Emma Lee-Potter</u> show the positive impact that engaging families can have on children's progress</p> <p>Parents have the knowledge of concepts taught in school so this is consistent for children between home and school especially focused on handwriting, calculation policy and phonics.</p>	<p>Planned schedule of parent workshops and learning together mornings</p> <p>Developing Parent confidence questionnaire to provide feedback on effectiveness of school responses to pupils eligible to the PP.</p> <p>EYFS home learning resource packs provided to parents to inform parents of important skills and knowledge learnt in EYFS</p> <p>Development of Community Hub to provide schedule of events and workshops to engage parents such as 'Ready Steady Schools' programme</p> <p>Focus on PP families attendance at workshops</p> <p>Parent Council meet regularly with MLC to have face to face discussions about school policies and suggest further developments</p>	<p>SLT</p> <p>EYFS Lead</p> <p>LS</p> <p>MLC</p>	<p>Parent feedback.</p> <p>Increased attendance by parents for meetings and workshops.</p> <p>Termly feedback on success of workshops</p>	<p>Aut 1 – Parent workshops: Tiny Twos morning Behaviour Toilet Training Phonics</p> <p>Aut 1 – Parent council meeting – attended by representatives of PP families</p>

	<p>Improved links with successful local community figures to raise aspirations and provide positive role models for children</p>	<p>Pupils need to see positive role models to raise aspirations and encourage them to think big and consider what they can achieve. Case studies show the positive impact that raising aspirations and the profile of careers education can have: Raising ambitions for Pupil Premium children Written by: <a href="#">Sean Harris</a></p> <p>“This was about making aspirations visible and giving whole families real opportunities for thinking about not just what they want to do in life, but the skills required and the fact that these opportunities are local to them too.”</p>	<p>Careers curriculum and links implemented across whole school</p> <p>Positive role models invited in to deliver assemblies</p> <p>Community Hub will improve links to local community</p> <p>School House to be turned into Community Hub and events planned to encourage closer community links and strengthen parental involvement</p> <p>Purchase and implementation of a permanent 'Artist in Residence' area within school in order to raise the profile of non-academic subjects such as Art and music – link to careers curriculum.</p>	<p>SLT</p> <p>LS</p>	<p>Pupil voice</p> <p>Feedback from users of community hub after workshops</p>	<p>Aut 1 – Artist in Residence working with children across school</p>
	<p>Improve links to local secondary schools</p>	<p>Improved priority on education and learning and seeing the impact on that with having successful careers.</p>	<p>Links made with secondary schools to support with expert teaching of some subjects</p> <p>Secondary staff to work with children in school to provide ongoing links</p>	<p>SLT</p>	<p>Termly</p>	
<b>Total budgeted cost</b>						£40,000
<b>5)</b>	<b>Limited life experiences outside of family home</b>					

	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?	Review/Impact throughout the year
	<p>Trips/ Workshops to be booked each half term for each class</p>	<p>Pupils have an exposure to and immersion in a range of situations, activities and experiences in order to enrich the curriculum opportunities that they receive. This can be through CPD for staff and improved use of resources/artefacts for use in class.</p> <p>Pupils can draw on these increased experiences in all curriculum areas, particularly in writing, leading to raised achievement</p> <p>Greater aspirations for all pupils as they gain experience of the wider world around them</p> <p>Learning Outside the Classroom can support young people to make good progress regardless of their level of attainment at their point of entry, having benefits in helping children of all ability levels to reach their full potential. It can also help children who have fallen behind to make good progress compared with their peers. LOtC has also been demonstrated to raise attainment across all areas of the curriculum, including core areas such as reading, writing, communication and mathematics.(LOtC Council Report)</p>	<p>Visitors to be booked each term for each class that links to their topic as appropriate.</p> <p>Termly trips for each year group linked to current learning</p> <p>Use of Forest schools and outdoor learning environments to support curriculum</p> <p>Trips for G and T pupils</p>	<p>CLT/SLT</p>	<p>Weekly CLT monitoring-book trawls, observations-focused on work produced following trip.</p> <p>Parent and pupil feedback- termly</p>	<p>Aut 1 – Trips subsidised to ensure that PP children can attend and have opportunities to explore a wide range of new experiences</p> <p>Forest school used regularly to support children's well-being and emotional resilience- improvements seen in class</p>

					Total budgeted cost	£30,000
6) Attainment in English and Maths						
	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?	Review/Impact throughout the year
	Continued consistent use of RWI phonics	<p>Evidence shows that Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (EEF Toolkit)</p> <p>1:1 tutoring can be effective in delivering, on average, about five months additional progress. (EEF)</p>	<p>Daily phonics sessions for Reception and Year 1 daily</p> <p>Daily phonics sessions for Year 2 daily until December</p> <p>1:1 phonics interventions delivered by specialist teacher for children needing additional support</p> <p>Additional Pinny Time sessions in Year 1 daily</p> <p>Additional staff to keep phonics groups small</p> <p>All staff well trained in RWI phonics</p> <p>Team teaching support from specialist phonics teacher</p>	LT EP	Half Termly assessments completed and data analysed	Aut 1 – Good progress seen in phonics assessments
	Quality First Teaching to close gaps in attainment between PP and	The effective inclusion of all pupils in everyday high quality teaching will ensure that children have an increased memory and ability to recall from this	<p>Well planned CPD</p> <p>Use of class texts to engage children and inspire a love of reading</p>	SLT NS/ HL	<p>Termly data analysis</p> <p>Learning Walks</p> <p>Book Trawls</p>	<p>Aut 1- Pupil voice shows children enjoy reading and class texts</p> <p>Books show good progress in handwriting</p>

	<p>Non PP in Reading and Writing.</p>	<p>Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium (EEF Pupil Premium)</p> <p>Pupils are more active and attentive in lessons leading to increased levels of participation and therefore increased levels of progress</p>	<p>Implementation and ongoing CPD for reading comprehension strategies</p> <p>Creative writing workshops planned x3 per year</p> <p>Handwriting taught consistently across whole school</p> <p>Daily timetabled story time and rhyme sessions across EYFS/ KS1 in line with new reading strategy</p> <p>Implement 'Reading Volunteers' to support additional reading with PP children</p>		<p>Ongoing monitoring through CLT schedule</p>	<p>Reading assessments to follow in Aut 2</p>
	<p>Quality First Teaching to close gaps in attainment between PP and Non PP in Maths.</p>	<p>The effective inclusion of all pupils in everyday high quality teaching will ensure that children have an increased memory and ability to recall from this</p> <p>Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium (EEF Pupil Premium)</p> <p>Pupils are more active and attentive in lessons leading to increased levels of</p>	<p>Well planned CPD</p> <p>Use of practical resources in lessons to support teaching and learning</p> <p>Consistent approach to structure of mathematics lessons</p> <p>Explicit teaching of key mathematical vocabulary</p>	<p>SLT MLC</p>	<p>Termly analysis of data</p> <p>Learning Walks</p> <p>Book Trawls</p> <p>Ongoing monitoring through CLT schedule</p>	<p>Aut 1 – Lesson visits show use of practical resources having a positive impact on engagement in lessons</p>

		<p>participation and therefore increased levels of progress</p> <p>Researchers in the United States who had looked at the impact of parents reading with their children quoted the following figures in a news release about their findings:  Here's how many words kids would have heard by the time they were 5 years old: Never read to, 4,662 words; 1–2 times per week, 63,570 words; 3–5 times per week, 169,520 words; daily, 296,660 words; and five books a day, 1,483,300 words.  The only effective route to closing this gap is for children to be taught systematically to read as soon as they start school. In this way, they do not have to rely on adults.  Children who become engaged in reading can make huge progress in their literacy development simply through their independent reading, whatever the nature of their early experiences  (DfE, Reading Strategy 2021)</p>	<p>Purchase of a log cabin on school grounds to create a new library space</p> <p>Reading clubs implemented at lunch time focused on targeted groups of children</p> <p>Links to Community Hub – reading workshops with parents to raise the profile and importance of reading with parents.</p>	SLT	Summer Term	<p>Aut 2- Log cabin purchased and dates set for installation</p>
<b>Total budgeted cost</b>						£40,000