

Pupil Premium Strategy Review 2020-21

Number of pupils and pupil premium grant (PPG) received			
Total number of pupils on role	193		
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	FSM Ever6: 130	Post LAC: 0	LAC: N/A
Total amount of PPG received	£189, 420.82		
Date of last pupil premium review	July 2020	Planned date of next review:	In school on a termly basis Full review-September 2021
Barriers to future attainment (for pupils eligible for PP, including high ability)			
In-school barriers (issues to be addressed in school, such as poor oral language skills)			
1	A high proportion of disadvantaged reception children begin working below age-related expectations in comparison to non-disadvantaged in prime areas of learning.		
2	Identified attainment gap in KS2 between disadvantaged and non-disadvantaged pupils, particularly in writing and reading		
3	(COVID-19) To address the attainment gap in reading, writing and maths that have widened for some disadvantaged pupils.		
External barriers (issues which also require action outside school, such as low attendance rates)			
1	Some pupils have less opportunities to engage in extra-curricular activities which limits their cultural experiences.		
2	Attendance and punctuality is an issue for some disadvantaged pupils.		
3	High proportion of families requiring additional support through Croydon Early Help and Social Care services.		
Outcomes			
Disadvantaged pupils to attain in line with non-disadvantaged pupils in reading, writing and maths by the end of KS1 and KS2.			
To improve attainment and progress of disadvantaged pupils in achieving age related expectations, narrowing the difference between non-disadvantaged pupils			
For pupils from disadvantaged backgrounds to receive the external support required to support both their educational, social and physical well-being			
For all disadvantaged pupils to attend school regularly and on time.			

Strategy				
Quality of teaching for all				
Targeted Group	Intended Outcome	Actions	Staff Lead	Review
<p>Outcome All pupils (including disadvantaged)</p>	<p>-To improve the depth and breadth of learning for all pupils including disadvantaged through a carefully planned curriculum. -Reading scheme to be implemented from Year 2 Spring term to Year 6, following objectives listed in the National Curriculum. -National Curriculum to be followed for all foundation subjects.</p>	<p>-Enquiry based curriculum to be developed that teaches the knowledge and skills listed in the National Curriculum. -Curriculum Leaders to be implemented for all curriculum subjects. -Curriculum Leaders to develop knowledge and skills progression documents for all curriculum areas. -Curriculum Leaders to develop Enquiry based questions for subject that link to knowledge and skills progression document for the academic year.</p>	<p>-Headteacher -Assistant Headteacher for Curriculum -Subject Leaders</p>	<p>-All staff received CPD training from Literacy Leaves Consultants and were able to provide quality -By Spring 2021 all pupils were being taught the National Curriculum in nearly all subjects. -Subject Leaders have been implemented. -The Leadership Team provided CPD training to staff on how to write curriculum knowledge and skills progression documents to ensure that pupils were challenged and developed as they moved up throughout the school.</p>
<p>Outcome All pupils (including disadvantaged)</p>	<p>-To reduce the attainment gap in reading, writing and maths due to school closure.</p>	<p>-All staff to provide quality first teaching. -Teachers to assess the learning needs and gaps in pupil's knowledge and address these. -Staff CPD sessions to develop staff subject knowledge in pedagogy and best practice. -Additional high-quality core texts purchased to support the teaching of The Literacy Tree (English Writing Scheme) and</p>	<p>Assistant Headteacher for Maths Assistant Headteacher for English</p>	<p>-Assistant Headteacher for English led several CPD and inset days in how to teach reading as a school, using the reciprocal reading approach, how to teach writing using colourful semantics and how to teach phonics using Letters and Sounds. -Assistant Headteacher for Maths led CPD sessions on how to structure math lessons, using the mastery approach, how to</p>

		<p>Literacy leaves (Reading Scheme).</p> <ul style="list-style-type: none"> -Staff to be trained in delivering both schemes. -Phonics books to be purchased and matched to the phase pupils are working at. -Reading books to be matched to pupil's phonics phase. 		<p>layer learning using manipulatives and how to teach fluency across all year groups.</p> <ul style="list-style-type: none"> -Inclusion Manager delivered training sessions on supporting pupils with challenging behaviour, autism and attention deficit hyperactive disorder. -All staff are able to confidently and competently follow both the Literacy Tree and literacy Leaves scheme of work. -Pupils were provided with texts that were age appropriate and followed both The Literacy Leaves and Literacy Tree.
<p>Outcome All pupils (including disadvantaged)</p>	<p>To support the mental health and well-being of pupils as a result of school closures due to COVID-19.</p>	<ul style="list-style-type: none"> -Joint PSHE and Art project in developing pupil's emotional literacy. -Pupils to have access to SOUL sessions to support their ability to be emotionally literate, raise their self-esteem and develop strategies to overcome barriers and setbacks. -Learning Mentor to work with pupils that have suffered a bereavement or any other significant event that may have caused poor mental health. 	<p>Headteacher -Inclusion Manager -Learning Mentor -Class Teachers -SOUL</p>	<ul style="list-style-type: none"> -A Box of Butterflies project taught pupil the vocabulary to discuss the different emotions that they will experience. -SOUL sessions provided pupils with the opportunity to develop relationships with their peers and understand how they can positively overcome setbacks. -The Learning Mentor was able to work with specific pupils in discussing their experiences during the lockdown period.
<p>Enrichment and social skills All disadvantaged pupils</p>	<p>-To improve cultural capital for all disadvantaged pupils</p>	<p>-To provide all disadvantaged pupils with additional educational visits throughout their time at school</p>	<p>-Headteacher -Inclusion Manager</p>	<p>-Due to COVID-19 not all enrichments activities could take place.</p>

	<p>enabling them to have the same skills as all pupils to succeed in life.</p> <p>-100% of disadvantaged pupils go on the additional educational visits.</p>	<p>-To part fund educational visits.</p> <p>-Pupils to participate in Steel Pan lessons.</p>		<p>-All year 6 pupils attended a forest school weekend at Chestnut Grove.</p>
<p>Outcome All pupils (including disadvantaged)</p>	<p>To address external barriers that may impact on pupil's attendance, attainment or mental and physical well-being.</p>	<p>-Deputy Headteacher work alongside class teachers where low-level safeguarding concerns are identified in providing the appropriate external support.</p>	<p>-Deputy Headteacher</p>	<p>-Deputy Headteacher completed a number of Early Help referrals and facilitated both TAC and TAF meeting to provide a holistic approach to the family.</p>
<p>Quality of teaching for all (for targeted group)</p>				
<p>Outcomes Disadvantaged-those working below year group expectations.</p>	<p>-To reduce the attainment gap between disadvantaged pupils and non-disadvantaged pupils in reading, writing and maths.</p>	<p>-Focus during pupil progress meetings.</p> <p>-Impact of additional provision monitored half termly or termly during pupil progress meetings.</p> <p>-Pupils are targeted during whole class teaching by the class teacher.</p> <p>-Interventions are in place for pupils who are falling behind to ensure they catch up.</p> <p>-Keep up phonic interventions in KS1 for pupils.</p> <p>-Small group teaching in place for year 3 and 4. Assistant Headteacher for English and Maths to teach half the class for reading, writing and maths.</p> <p>-Teaching Assistant to provide quality first teaching in facilitating guided group support.</p>	<p>-Headteacher</p> <p>-Assistant Headteachers</p> <p>-Inclusion Manager</p>	<p>-Smaller class sizes for year 3 and 4 allowed for teachers to identify gaps in pupil's knowledge and skills and address these.</p> <p>-Phonics screening check for year 1 did not take place.</p> <p>-Teaching Assistants attended all CPD meetings, meaning that they were able to facilitate small group sessions</p>

<p>Outcomes Disadvantaged – those working at greater depth</p>	<p>Pupils working at greater depth at key stage 1, continue to be greater depth at key stage 2</p>	<p>Identification of PAG groups (prior attainment group) and ensuring all teachers have a good awareness of pupils in their class or teaching group. -Class teachers to ensure quality first teaching is meeting the needs of pupils working at greater depth. -Pupil progress meetings focus on disadvantaged pupils working at or targeted to be working at greater depth.</p>	<p>-Headteacher -Assistant Headteachers -Class teachers</p>	<p>-Due to COVID-19 the school are unable to compare KS1 and KS2 data as SATS was cancelled.</p>
<p>Pupil Premium and SEND Disadvantaged and EHCP Disadvantaged and SEND support</p>	<p>To ensure disadvantaged and SEND pupils make progress in meeting their personalised progress targets.</p>	<p>-Personalised curriculum for pupils with an EHCP. -Class teachers to ensure that pupils without an EHCP but on the SEND register have access to additional resources that support that support their educational achievement. -TAs to be timetabled to deliver personalised curriculum, led by class teachers and supported by Inclusion Manager. -Inclusion Manager and Assessment Lead to support class teachers in accurately assessing pupils -Differentiation in all lessons to ensure all pupils are included at an appropriate cognitive level. -Inclusion Manager to provide CPD training on how to support pupils with ASD and ADHD.</p>	<p>-Inclusion Manager -Assistant Headteacher for Assessment -Class teachers</p>	<p>-Staff developed a greater understanding of what ASD/ADHD are and strategies that could be used in the classroom to support this need. -Staff are able to confidently and competently assess pupil's learning needs. -Staff have received training on how differentiate learning to ensure that all pupils are able to make progress.</p>

Enrichment and social skills	To ensure disadvantaged (& SEND) pupils have reduced barriers to learning and have positive mental health -To reduce the attainment gap between	-Class teachers to identify additional social and emotional needs alongside Inclusion Manager). -Pupils with identified SEN needs (SMEH) to be supported by the Learning Mentor.	-Inclusion Manager -Class teachers -Learning Mentor	-Through analysing Behaviour for Learning data, the Learning Mentor was able to support pupils who were either disadvantaged or both disadvantaged and SEN.
Attendance Targeted disadvantaged pupils	-Attendance for all disadvantaged pupils will be 96%.	-Weekly focus in school newsletter. -Deputy Headteacher to work for families and through offering Croydon Early Help Support overcome any barriers to pupils arriving on-time. -Educational Welfare Officer to monitor attendance and work with targeted families with low attendance, follow up with school attendance panel if there is no improvement. -Deputy Headteacher and Attendance Officer to work with key families where attendance is below national average.	-Deputy Headteacher	-Twenty-four referrals were made to Croydon Social Care to provide parents with the external support needed to overcome identified barriers impacting the attendance of children. -The Education Welfare Officer conducted home visits of pupils with poor attendance where this was appropriate.

Planned spending of allocation (estimated cost)

Project	Estimated cost
All disadvantaged pupils	
Curriculum (whole school priority) Resources e.g. quality reading texts	£8,000
Deputy Headteacher	
Assistant Headteacher	£20,000
Learning Mentor	£9,600
EWO	£6000

GLS Dyslexia Screening	£300
Teaching Assistants	£136,554