

Pupil Premium Strategy Statement 2021- 2022

School overview

Metric	Data
School name	The Blue School CofE Primary
Pupils in school	475
Proportion of disadvantaged pupils	5% = 24 children
Pupil premium allocation this academic year	£37,666
Academic year or years covered by statement	2020-2021 = 36,970 2021- 2022 = 37,666
Publish date	June 2021
Review date	June 2022
Statement authorised by	Marcus Guy
Pupil premium lead	Kella Callender Lawrence
Governor lead	Curriculum Ctte

Disadvantaged pupil performance overview for last academic year

As the school year was not completed, end of Spring Term data is shown

Year Group	Measure	Score
Year 1	Reading	2 out of 4 children working at expected or at greater in reading by the end of July 2021 (50%) 2 out of 4 PP children (1 SEND child) working towards the expected standard in reading by the end of July 2021. (50%)
	Writing	2 out of 4 children working at expected or at greater in writing by the end of July 2021 (50%)

		2 out of 4 PP children (1 SEND child) working towards the expected standard in writing by the end of July 2021. (50%)
	Maths	2 out of 4 children working at expected or at greater in maths by the end of July 2021 (50%) 2 out of 4 PP children (1 SEND child) working towards the expected standard in maths by the end of July 2021. (50%)

Year 3	Reading	3 out of 6 children working at expected or at greater in reading by the end of July 2021 (50%) 3 out of 6 PP children (1 SEND child) working towards the expected standard in reading by the end of July 2021. (50%)
	Writing	3 out of 6 children working at expected or at greater in writing by the end of July 2021 (50%) 3 out of 6 PP children (1 SEND child) working towards the expected standard in writing by the end of July 2021. (50%)
	Maths	4 out of 6 children working at expected or at greater in maths by the end of July 2021 (67%) 2 out of 6 PP children (1 SEND child) working towards the expected standard in maths by the end of July 2021. (33%)

Year 4	Reading	<p>3 out of 6 children working at expected or at greater in reading by the end of July 2021 (50%)</p> <p>3 out of 6 PP children (1 SEND child) working towards the expected standard in reading by the end of July 2021. (50%)</p>
	Writing	<p>3 out of 6 children working at expected or at greater in writing by the end of July 2021 (50%)</p> <p>3 out of 6 PP children (1 SEND child) working towards the expected standard in writing by the end of July 2021. (50%)</p>
	Maths	<p>4 out of 6 children working at expected or at greater in maths by the end of July 2021 (67%)</p> <p>2 out of 6 PP children (1 SEND child) working towards the expected standard in maths by the end of July 2021. (33%)</p>

Year 5	Reading	<p>2 out of 2 PP children working at expected or at greater in reading by the end of July 2021 (100%)</p>
	Writing	<p>2 out of 2 PP children (1 SEND child) working towards the expected standard in writing by the end of July 2021. (100%)</p>
	Maths	<p>2 out of 2 PP children (1 SEND child) working towards the expected standard in maths by the end of July 2021. (100%)</p>

Year 6	Reading	7 out of 7 PP children working at expected or at greater in reading by the end of July 2021 (100%)
	Writing	7 out of 7 PP children working at expected or at greater in writing by the end of July 2021 (100%)
	Maths	7 out of 7 PP children working at expected or at greater in maths by the end of July 2021 (100%)

Review: last year’s aims and outcomes (2020 - 21)

Priorities	Outcome
<p>Following the school closure, the first priority is to identify at the earliest opportunity the academic levels of the children and close any academic gaps. The implementation of ‘Catch Up’ groups and class interventions in the Autumn Term will initiate this process. The identification of academic gaps will be done through a combination of Class Teacher assessment and observation and Class Provision meetings with the SENCO at the outset of the academic year. The ‘Catch Up’ groups programme will be led by specialist staff including members of the Leadership Team, with class interventions being implemented by a mix of classroom staff and Inclusion Team support.</p>	<p>At the start of the academic year, children were identified for 'catch-up' groups including PP children. The PP children that were identified were placed in 'Catch up' groups for reading, writing and mathematics.</p> <p>Even though there has been some improvement in some of the PP children's progress in these areas progress has been affected by COVID (lockdown)</p> <p>(Catch up groups were impacted by school lockdown)</p>
<p>Support the wellbeing and mental health of PP children.</p> <p>All teachers will receive specific CPD from SENCO and external specialists on supporting children from an emotional perspective. Working in conjunction with the SENCO class teachers and the Wellbeing Support Specialist from the Inclusion Team will implement emotional / wellbeing support for PP children.</p>	<p>Teachers had specific CPD from SENCO and external visitors.</p> <p>PP children who were identified by their class teacher had regular wellbeing and mental health check-ins with a member of the inclusion team.</p> <p>Impact- Children were given a safe place to express emotions.</p>

<p>External support will also be provided through the local authority who are offering the school a mental health support specialist and through the Behaviour and Wellbeing Consultant who supports the Blue School.</p> <p>To support the emotional needs of PP and disadvantaged children throughout the school. SENCO and Inclusion team will facilitate this within the school. Behaviour and Wellbeing Specialist Karen Kirkpatrick will also support.</p>	<p>Children were given the tools to deal with anxiety.</p> <p>Children had a readiness to learn.</p>
<p>Embed the use of Maths Mastery and Oxford Reading Buddies across all year groups to develop maths knowledge and reading for pleasure and comprehension skills respectively. Targeted groups of PP children will be identified by SENCO and class teacher and supported by Maths Specialist and Dyslexia Specialist through the Inclusion Team.</p>	<p>Staff received CPD training in Maths Mastery - PP children received first quality teaching and resources.</p> <p>Targeted PP children had maths 'catch-up' groups and received maths support in class.</p> <p>Impact- Most PP children have received EXS or GDS in maths.</p>
<p>Computing and online support. To aid PP children in their learning and to help them achieve their goals, Chrome books are to be purchased at the beginning of the academic year. These can also be used throughout the school, but also for home learning with PP children. Refurbished laptops will also be provided for home learning.</p> <p>The school has applied for additional devices and connectivity support through the DfE scheme.</p>	<p>All PP children were given a chrome if needed.</p> <p>Families that needed connectivity were supported.</p> <p>Impact - PP children were able to engage in remote learning.</p>

Strategy aims for disadvantaged pupils and expenditure (2021-2022)

This strategy follows the [Education Endowment Foundation Guide to the Pupil Premium](#)

Measure	Activity
Priority 1	Secure quality first teaching to diminish the difference through development for teachers and strategic senior leadership support.
Priority 2	'Catch-up' groups in KS1 and KS2 targeted interventions reading, writing, maths.
Priority 3	Continue to support the wellbeing and mental health of PP children. Working in conjunction with the SENCO, class teachers and wellbeing support specialists from the inclusion team.
Barriers to learning these priorities address	Impact of lockdown on progress and attainment, especially writing. Opportunities for development limited by COVID measures.
Projected spending	£14,500 catch up groups / intervention £1,500 training staff

Teaching priorities for disadvantaged children in the 2021-22 academic year

Aim	Target	Target date
Progress & Attainment in Reading	To exceed national average progress and attainment scores in KS1 & KS2 Reading	July 2022
Progress & Attainment in Writing	To exceed national average progress and attainment scores in KS1 & KS2 Writing	July 2022
Progress & Attainment in Mathematics	To exceed national average progress and attainment scores in KS1 & KS2 Mathematics	July 2022
Phonics	To exceed national average progress and attainment scores in KS1 Phonics	July 2022

Targeted academic support for current academic year

Measure	Activity (How?)
Priority 1- COVID recovery plan	<ul style="list-style-type: none"> ● 'Catch-up' groups in KS1 and KS2 - targeted interventions in reading, writing, maths. ● Secure quality first teaching ● Quality intervention (in class) with specific training for support staff and Inclusion Team
Priority 2 - Ensuring children achieve and exceed expected levels of progress in writing	<ul style="list-style-type: none"> ● Accurate assessment and targeting in termly Pupil Premium meetings ● Secure quality first teaching ● Consistent and quality delivery of 'Catch Up Groups' ● Targeted groups of PP children will be identified by SENCO and class teachers and supported by inclusion team and teaching assistants
Priority 3 - Ensuring children achieve and exceed expected levels of progress in reading	<ul style="list-style-type: none"> ● Accurate assessment and targeting in termly Pupil Premium meetings ● Secure quality first teaching ● Consistent and quality delivery of 'Catch Up Groups' ● Targeted groups of PP children will be identified by SENCO and class teachers and supported by inclusion teams and teaching assistants.
Barriers to learning these priorities address	<ul style="list-style-type: none"> ● Gaps caused by poor attendance ● limitations of remote learning ● Access to whole class teaching without personalisation ● Continuing impact from pandemic
Projected spending	£14,000 towards catch up groups and interventions

Wider strategies for current academic year

Measure	Activity
Priority 1 - Secure and sustain good attendance for all identified families, following lockdown and periods of isolation	<ul style="list-style-type: none"> ● Build better links with families and Increase level of engagement from hard to reach families ● Monitor punctuality and attendance and work collaboratively with families to improve numbers.

<p>Priority 2- Sustain and develop a broad and creative curriculum to enrich experience in all areas.</p>	<ul style="list-style-type: none"> ● Improve involvement of children in extra-curricular activity, specifically Homework Club ● Encouraging healthy lifestyles, emotional and well-being through lessons and whole school worship ● Promote and encourage a positive attitude and aspirations towards learning beyond school day
<p>Barriers to learning these priorities address</p>	<ul style="list-style-type: none"> ● Limited engagement / access to remote learning ● Reduced economic circumstances - increased pressures of living – access to nutritious / sufficient food ● Parental capacity for engagement Limited experience of wider world - sports, culture
<p>Projected spending</p>	<p>£7,666 towards after school clubs, music lessons and trips</p>

Monitoring and Implementation

Area	Challenge	Mitigating action
<p>Teaching</p>	<ul style="list-style-type: none"> ● Ensuring that all staff are delivering Quality First Teaching consistently ● Closing the gap between pupil premium and non-pupil premium children in all subjects 	<ul style="list-style-type: none"> ● Regular use of INSET days and professional training opportunities ● PL/ joint planning in each phase to ensure quality first teaching and tracking progress. ● Regular Pupil Progress meetings to track progress and monitor quality of teaching.

<p>Targeted support</p>	<ul style="list-style-type: none"> ● Ensuring enough time for the Inclusion Team and teaching staff to support small groups in class and in small interventions groups. ● Ensuring that children are not missing out on curriculum delivery in the classroom by being in catch up groups' 	<ul style="list-style-type: none"> ● Regular pupil progress meetings, moderation of learning, learning samples and analysis of assessment data - including pp / non pp allow further intervention. ● PLs and AHTs to monitor closely the impact of interventions and catch up groups– overview of intervention within the phase
<p>Wider strategies</p>	<ul style="list-style-type: none"> ● Engaging the families facing most challenges. 	<ul style="list-style-type: none"> ● Working closely with the LA and other agencies (CS, Early Help, EWO) to provide support for these families.