

Pupil premium strategy Review for Pupil Premium Strategy Statement 2021-22.

For context, this must be read in conjunction with the Pupil Premium Strategy Statement 2021-2022

Monitoring, Implementation and Review

| Area | Challenge | Mitigating action |
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| Teaching | Ensuring progression and in some cases progress target catch-up whilst maintaining a broad and balanced curriculum | <p>ASPIRE curriculum is a focus target on the Appraisal Targets of all staff.</p> <p>School will work with Local Authority School Improvement Support.</p> <p>Subject teams are an area of strength in mitigating this challenge.</p> <p>SLT plan strategically for development across the whole school core offer. This is reflected in the School Development Plan.</p> <p>Specialist support will be utilised in this area include staff training and using subject area networks and affiliation to professional organisations e.g. the PSHE Association.</p> |

REVIEW JULY 2022

Leadership have overseen all assessments and ensured consistency in approach across the school.

Early Years have developed bespoke assessments based on new curriculum guidance ensuring accurate and meaningful baseline assessments to assist in sharply focussed planning.

The school recognise the cross-overs between the needs of Pupil Premium children who have additional needs. SEND children are assessed against their individualised targets on their Support Passports and these are reported on at the End Of Year Reports. All children through the school have appropriate access arrangements for more formal testing and tests are given are appropriate to their attainment stages. The hard work and achievements of all

staff in supporting children with SEND was recognised in a very successful SEND Local Authority Inspection in the Autumn Term.

Display boards are strategically placed to remind children of their learning including a whole school overview in "The Gallery".

Phase Leaders are not class-based meaning that high levels of support is given to all staff in providing the children with all aspects of high quality first teaching. This is also true of the Inclusion leader.

The Specialist SEND support teacher spent a full week at the start of the year in every classroom to support staff in supporting the specific needs of the children in their classes.

Ofsted recognised the drive towards these targets:

"Leaders have put reading at the forefront of the curriculum. Children start to learn to read as soon as they arrive at school. The school's phonics programme is well planned and gets pupils off to a good start in reading. All staff have had training in the teaching of phonics so that they can support pupils effectively with their reading. Staff work skilfully with children in the Nursery Year to develop speech and language. Activities in the early years promote a love of reading. Older pupils talk about their favourite books with understanding and pleasure."

"Pupils enjoy learning in productive classrooms. Staff also make sure that pupils have time to revisit their learning when they have not understood. Pupils focus well on the task in hand in lessons and concentrate on their work"

"Children get off to a strong start in the early years. Staff have a clear understanding of how young children learn and the support that they need. Teachers plan activities that build on what children already know and can do. There are many opportunities for children to extend their learning, both inside and outside."

"Staff support pupils with special educational needs and/or disabilities (SEND) well at school. Staff receive regular training, including from specialists outside of the school, on how to support pupils with SEND. Staff want all pupils at the school, including those with SEND, to become well-rounded learners. Pupils participate fully in lessons and have work and support matched to their needs."

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| Targeted support | Ensure Assessments that have impact on learning and are formative as well as summative. | <p>Subject teams are working towards effective assessment procedures in all subject areas.</p> <p>Staff will receive training in how each subject will be assessed and will be given opportunities for moderation.</p> |
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| Wider strategies | Balancing time spent on the personal development and emotional well-being of children with that spent on academic progress and attainment. | <p>The ASPIRE curriculum, delivered through pauses, stops and ASPIRE throughout forms an umbrella under which both of these aspects school life can be nurtured.</p> <p>Including DSN in curriculum time and the introduction of ASPIRE weekly champions will help promote the importance of personal development.</p> <p>Academic success goes hand in hand with emotional wellbeing. One leads to the other. Explicit teaching of this and other meta-cognitive ideas will enhance the children's ability to engage in learning and their understanding of how to protect their own mental well-being.</p> |
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REVIEW JULY 2022

Priority 1: Pupil wellbeing is met.

The ASPIRE curriculum has been further developed over this year with Ofsted recognising the bespoke nature of this provision. ASPIRE champions are recognised in Phase assemblies for achievements in the areas covered by ASPIRE and children can talk knowledgeably about aspects of ASPIRE. Children have had theme weeks focussing on areas including child mental health, anti-bullying, political and economic awareness, celebrating diversity and first aid. Monitoring by subject leaders demonstrates enthusiasm for sessions from children and high levels of awareness of ASPIRE.

School's Family Liaison Officer is not class-based.

Previous Safeguarding Lead employed one day a week to ensure smooth transition of the role to E. Lane.

The school continues to provide assistance to families through support with uniform, free toast, subsidising school trips etc. Pupil Premium children are included on Whole School Provision Mapping to ensure that their progress is tracked carefully throughout the year in each year group and that provision is in place to support needs as they arise.

Pastoral Team meet to discuss concerns about individual child wellbeing and agree actions. .

"Getting it Right Together" created and implemented alongside a Pastoral concerns action flowchart.

Ofsted have recognised the work of the school in this priority:

“Pupils love school. They say that they are happy and that they feel safe because they are well cared for.”

“Staff want all pupils to achieve well. Leaders have developed a curriculum which is broad and ambitious. They want all pupils to ‘ASPIRE’. That is, to achieve, succeed, reach their full potential, be independent learners, and show resilience and excellence. Leaders have created a purposeful environment where pupils and staff are keen to learn.”

“Staff have high expectations of pupils and expect them to work hard and achieve their best. The core principle of the school is to ‘show pride and respect in all that we do.’ Pupils understand the importance of this.”

“Pupils’ behaviour is exemplary. They live up to the high expectations that staff have for them. They behave extremely well in lessons and around the school.”

“Pupils are eager to learn new things. They listen with interest during lessons and support each other well in their learning. They talk proudly with visitors about their work.”

“Pupils have very positive relationships with staff. Pupils know that staff will listen to their concerns and deal quickly with bullying if it should ever occur.”

“‘Do Something New’ activities have been recently introduced by the school. As part of this, pupils enjoy baking bread and butter pudding in the dedicated cooking area in the heart of the school space. They also try out new activities, such as sewing and 1940s dancing. This gives children the chance to broaden their experiences, as they try out new activities that they may not have picked themselves”

“Leaders provide opportunities for staff to develop professionally. Staff appreciate this.”

“Staff are proud to work at the school. They are positive about leaders. Staff believe that they are well supported and respected.”

“The arrangements for safeguarding are effective. Leaders make sure pupils are safe. Pupils learn how to keep themselves safe, both in and outside the school. Adults know pupils well and are quick to identify and report any signs that may suggest a pupil is at risk of harm. Staff receive regular and appropriate training that ensures they can identify any problems that pupils may face. As a result, they have a thorough understanding of the role they play in keeping pupils safe. Staff have good partnerships with families and outside support agencies. Recruitment checks on the suitability of staff working in the school are robust.”

Priority 2: Attendance 2021-2022

Terrific for Twos: Attendances: 82.5%
 Authorised Absences: 11.30%
 Unauthorised Absences: 6.18%

Nursery Pupil Premium: Attendances: 77.19%
 Authorised Absences: 10.18%
 Unauthorised Absences: 12.62%

Reception Pupil Premium: Attendances: 87.69%
 Authorised Absences: 5.99%
 Unauthorised Absences: 6.33%

Year 1 Pupil Premium: Attendances: 92.11%
 Authorised Absences: 5.49%
 Unauthorised Absences: 2.60%

Year 2 Pupil Premium: Attendances: 93.37%
 Authorised Absences: 4.03%
 Unauthorised Absences: 2.60%

Year 3 Pupil Premium: Attendances: 91.21%
 Authorised Absences: 5.10%
 Unauthorised Absences: 3.69%

Year 4 Pupil Premium: Attendances: 91.21%
 Authorised Absences: 5.10%
 Unauthorised Absences: 3.69%

Year 5 Pupil Premium: Attendances: 92.59%
 Authorised Absences: 4.88%
 Unauthorised Absences: 2.53%

Year 6 Pupil Premium: Attendances: 93.23%
 Authorised Absences: 3.83%
 Unauthorised Absences: 2.94%

Externally provided programmes

| Programme | Provider |
|-------------------------------------|---|
| Sports Coaching through PE Sessions | Soccer 2000 |
| Specialist Swimming Sessions | Maverick |
| SEND Specialist Support | Bright Minds Wolverhampton Educational Psychology Service. |

Disadvantaged pupil attainment and progress scores for this academic year (2021-2022)

| Year 1 | Attainment | | | Progress | | |
|---------|------------|-------|-------|----------|----------|-------|
| | Below | EXP1 | Above | Below | Expected | Above |
| Reading | 32% | 54% | 14% | 9% | 60% | 31% |
| Writing | 29% | 68% | 3% | 8% | 70% | 22% |
| Maths | 25% | 57% | 18% | 8% | 42% | 50% |
| | | | | | | |
| Year 2 | Attainment | | | Progress | | |
| | Below | EXP2 | Above | Below | Expected | Above |
| Reading | 27% | 43% | 30% | 24% | 55% | 21% |
| Writing | 36.5% | 36.5% | 27% | 28% | 38% | 34% |
| Maths | 33% | 40% | 27% | 34% | 52% | 14% |
| | | | | | | |

| Year 3 | Attainment | | | Progress | | |
|---------------|-------------------|------|-------|-----------------|----------|-------|
| | Below | EXP1 | Above | Below | Expected | Above |
| Reading | 48% | 36% | 16% | 29% | 58% | 13% |
| Writing | 8% | 54% | 38% | 33% | 63% | 4% |
| Maths | 32% | 48% | 20% | 8% | 54% | 38% |
| | | | | | | |
| Year 4 | Attainment | | | Progress | | |
| | Below | EXP1 | Above | Below | Expected | Above |
| Reading | 19% | 37% | 44% | 8% | 54% | 38% |
| Writing | 41% | 52% | 7% | 21% | 58% | 21% |
| Maths | 15% | 37% | 48% | 4% | 63% | 33% |
| | | | | | | |
| Year 5 | Attainment | | | Progress | | |
| | Below | EXP1 | Above | Below | Expected | Above |
| Reading | 32% | 45% | 23% | 15% | 45% | 40% |
| Writing | 68% | 23% | 9% | 60% | 30% | 10% |
| Maths | 60% | 22% | 18% | 58% | 21% | 21% |
| | | | | | | |
| Year 6 | Attainment | | | Progress | | |
| | Below | EXP1 | Above | Below | Expected | Above |
| Reading | 28% | 72% | | 12% | 67% | 21% |
| Writing | 28% | 68% | 4% | 16% | 63% | 21% |
| Maths | 24% | 72% | | 12% | 80% | 8% |
| | | | | | | |