



Document

Category

Finance / Premium

Pupil Premium Impact Statement & Report (2020-2021)

Chair signed: Mrs L Bennett	Staff consulted	Shared with staff
Headteacher signed: Dr L Lawson	Shared with Governing Body	06.07.2021

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Pre-amble: School Vision, Ethos and Values

Dr Walker's is a mixed Church of England Voluntary Controlled Primary School in Fyfield, Ongar, Essex.

Dr Walker's Church of England Primary School is a school where every child is loved, developed, and educated into becoming a successful British Citizen, through promoting the fundamental British values of:

- **Democracy**
- **The rule of law**
- **Individual liberty**
- **Mutual respect and**
- **Tolerance of those with different faiths and beliefs.**

We aspire that all pupils succeed in reaching their God given potential at Dr Walker's - An Exceptional Place to Flourish, by:

- **Believing** in God, self and others by developing confidence, respect and trust;
- **Engaging** in a love for learning by nurturing curiosity and independence; and
- **Excelling** in reaching personal potential by being resilient and showing positive behaviour.

Our **CHRISTIAN VALUES** are reflected in:

- *Standing with **COURAGE** for what is right.*
- *Using **CREATIVITY** in problem solving and making life beautiful.*
- *Treating every person and everything with **RESPECT**.*
- *Having **COMPASSION** for others.*
- *Completing every task with **PERSEVERANCE**.*
- *Taking **RESPONSIBILITY** for ourselves.*
- *Living with **HOPE** for a better future.*

Information about Pupil Premium

<https://www.gov.uk/government/publications/pupil-premium/pupil-premium>

Pupil Premium Strategy Statement 2021/2022

School overview

Metric	Data
School name	Dr Walker's Church of England Primary School
Pupils in school	97
Proportion of disadvantaged pupils	17% (17 pupils)
Pupil premium allocation this academic year	£18140
Academic year or years covered by statement	2021/2022
Publish date	31 July 2021
Review date	31 July 2022
Statement authorised by	Governing Body
Pupil premium lead	Dr L Lawson
Governor lead	Mrs L Bennett

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	No SATs data for 2020/21
Writing	No SATs data for 2020/21
Maths	No SATs data for 2020/21

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	No SATs data for 2020/21
Achieving high standard at KS2	No SATs data for 2020/21

Measure	Activity
Priority 1	To ensure that teaching by all teachers, is consistently GOOD or better over time, so that children's progress and attainment are at least in line with national averages.
Priority 2	To ensure that assessment by all teachers is robust and rigorous and consistent in line with whole school policy
Priority 3	To ensure that the Early Language provision is creative, stimulating and challenging for all reception pupils to achieve above National Good Level of Development (GLD) as an exit point.
Priority 4	To improve the outdoors learning environment to include inclusive resources that are language rich and a maths mastery areas that supports the classroom learning.
Barriers to learning these priorities address	COVID and lockdowns have affected the emotional well-being of pupils. This had caused attainment gaps.
Projected spending	£21416

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	<ul style="list-style-type: none"> • PP pupils make good progress in READING against clear targets and overall progress to be at least in line with National progress. • EYFS: To ensure that the Early Language provision is creative, stimulating and challenging for all reception pupils to achieve above National Good Level of Development (GLD) as an exit point. 	Half-termly monitoring
Progress in Writing	<ul style="list-style-type: none"> • All teaching staff to deliver the Hamilton Trust scheme to embed extended writing opportunities to closing attainment gaps for identified pupils. • Teaching staff to use the Oxford Owl writing assessment scheme to ensure assessment is robust and rigorous and consistent in line with whole school policy. • School to implement a Writing assessment book, to showcase pupil progress termly to follow pupils from Reception through to year 6. • PP pupils make good progress in WRITING against clear targets and overall progress to be at least in line with National progress. • Letter-join scheme of work to be implemented to improve pupils' presentation and instill a sense of pride in presented work. 	Half-termly monitoring
Progress in Mathematics	<ul style="list-style-type: none"> • All teaching staff to deliver the White Rose Scheme alongside Hamilton Trust to embed Mastery in closing attainment gaps for identified pupils. • To challenge pupils' mathematical application skills to secure Greater Depth in line with national levels. • PP pupils make good progress in MATHS against clear targets and overall progress to be at least in line with National progress. • EYFS: To improve the outdoors learning environment to include inclusive resources that are a maths mastery areas that supports the classroom learning. 	Half-termly monitoring
Phonics	<ul style="list-style-type: none"> • EYFS: Letters and Sounds scheme to be delivered alongside additional resources, e.g. Fast Phonics to improve language skills to at least in line with National levels. • 82% of pupils to pass the Year 1 phonics screening test (2019 data) 	Half-termly monitoring

	and by the end of year 2, 91%. <ul style="list-style-type: none"> • PP pupils make good progress in PHONICS against clear targets and overall progress to be at least in line with National progress. 	
Other	N/A	

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Targeted academic support for current academic year

Measure	Activity
Priority 1	To ensure that teaching by all teachers, is consistently GOOD or better over time, so that children's progress and attainment are at least in line with national averages.
Priority 2	To ensure that assessment by all teachers is robust and rigorous and consistent in line with whole school policy
Priority 3	To ensure that the Early Language provision is creative, stimulating and challenging for all reception pupils to achieve above National Good Level of Development (GLD) as an exit point.
Priority 4	To improve the outdoors learning environment to include inclusive resources that are language rich and a maths mastery areas that supports the classroom learning.
Barriers to learning these priorities address	Bulge year group for years 5 and 6 – to be split for focussed Literacy and Maths sessions.
Projected spending	£18140

Wider strategies for current academic year

Measure	Activity
Priority 1	To ensure pupils' attendance is at least in line with national averages
Priority 2	To ensure that there is a clear and consistent system in place for all safeguarding and medical procedures.
Priority 3	To have a clear system in place to support staff and pupil well-being, by improving survey outcomes from being BELOW AVERAGE to at least GOOD.
Priority 4	To implement a Restorative Approach to behaviour management in order to reduce the number of behavioural incidences over any given term.
Priority 5	To develop the school's vision to be distinctively and effectively Christian in character and ethos.
Priority 6	To ensure the Christian character and values of the school have a significant impact on the Spiritual, Moral, Social and Cultural development of all pupils, equipping them to be excellent citizens, through exploring the seven strands of the SIAMS Evaluation schedule.
Barriers to learning these priorities address	Attendance and punctuality to improve.
Projected spending	£1775

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Marking and Feedback policy to be reviewed Implementation of robust and rigorous monitoring cycle:	All staff to following updated Marking and Feedback policy. All staff to following strategic

	<ul style="list-style-type: none"> • New Reception baseline Assessment • Oxford Writing Owl scheme for writing assessment • Phonics screening tests KS1 • NFER Maths and Literacy assessments: Years 1, 3, 4, and 5 • SATs practice papers for years 2 and 6 • Year 4 preparation for Multiplication Tests • Moderation with neighbouring schools in Epping Forest Partnership schools 	calendar regarding assessment and data analysis to plan for next steps in closing attainment gaps.
Targeted support	<ul style="list-style-type: none"> • KS1 phonics screening • Years 2 and 6 SATs preparation • Year 4 preparation for Multiplication Tests 	
Wider strategies	<ul style="list-style-type: none"> • To implement a progressing Cooking curriculum with a focus on seasonality and specific skills using a range of utensils. 	Facilities Staff knowledge – CPD to be offered

Review: last year's aims and outcomes

Desired outcome	AIM Chosen action/approach	OUTCOME - IMPACT
A: Phonics, spellings and writing skills are significantly lower than their peers.	Quality first daily phonics sessions in KS1 – SSP approach to phonics lessons.	<ul style="list-style-type: none"> • New Writing Sequence for English was being trialled to improve teaching and learning of Writing across the school. • Completing phonics assessments recently has shown that the confidence in children has greatly improved as well as their knowledge and skills. • There has been improvement in phonics awareness. Assessment completed 15.06.21. Only 2 pupils in year 2 not passed and 2 in year 1 have not passed the phonics screening.
	Additional phonics intervention	<ul style="list-style-type: none"> • AW indicated that Sumdog's renewal for Reading and Writing was to be cancelled (Spring). Was not used in school, more used at home. Pupils lost interest in it. Was used during lockdown. • Interventions are working well. One child (Year 1) now knows all of the first 100 words and is onto the next 100 words (spring 2/summer 2021). • Guided reading has been implemented in years 1 and 2 only. Pupils are more confident in reading aloud. Fluency has improved. • EYFS carry out Phonics interventions several times a week as well as regular 1:1 reading times with PP Children. • Separate 1:1 EYFS sessions in the morning with a LSA. Confidence in phonics has improved. Pupils know a lot more sounds.
	1:1 tuition offered for Year 6 'cusp' children inc. Workbooks to support	<ul style="list-style-type: none"> • COVID and lockdown impacted on the delivery of this. • 1:1 tuition could not be offered, due to

	tutored children	school closures, but has been successful in the past. (BDN would have delivered this before and after school).
	Target interventions with PPGTA	<ul style="list-style-type: none"> • Focused interventions have supported cusp children in SPaG, linked to current learning in English lessons. • LSA support identified pupils in class. Pre-teaching delivered to aid understanding and accessibility of lessons. Gaps filled. Assessment shows improvement e.g. in multiplication work.
	CPD for staff	<ul style="list-style-type: none"> • Staff completed phonics training via New Skills Academy and other agencies. • English hub provided useful training sessions on how to support pupils returning after lockdown and how to deliver interventions. • Book looks with feedback to support writing in class (spring term). Looking at consistency of delivery of writing across the school. • Moderation hub meetings scheduled for Summer term Offered by the Epping Partnership. LA has arranged a years 2 and 6 moderation.
B: PP children will have had fundamental Mathematics gaps filled and feel more confident attempting Maths independently	1:1 tuition offered for Year 6 'cusp' children	<ul style="list-style-type: none"> • COVID and lockdown impacted on the delivery of this.
	CPD for teachers	<ul style="list-style-type: none"> • PPG budget was used to pay for the White Rose Premium Maths Resources Subscription. This is added to the scheme to have access to worksheets and videos. Videos were helpful during remote learning to help pupils at home and to support parents in helping at home. This has been invaluable in improving Maths and providing scaffolding and challenge. • New Skills Academy subscription for the year has allowed staff to complete accredited training.
	Target interventions with PPGTA	<ul style="list-style-type: none"> • Successful daily intervention sessions held for children to help fill gaps in their understanding. • As above. LSA supported in KS2. Pre-teaching and addressing misconceptions.
	Maths online support resources to be explored	<ul style="list-style-type: none"> • Sumdog was purchased in 2018 for Maths, Reading and Writing. The renewal for Maths (November) was cancelled as it lost momentum. • Third Space (actual person doing tutoring) was not bought into. • Revision for years 5/6 pupils to fill gaps as part of catch-up curriculum and closing gaps.
C: Behaviour issues in KS2 addressed following BM policy.	BM policy including raffle ticket rewards for lunchtimes. "Wobbles and safeguarding" board in staff room so all staff are aware of children who are having a difficult week.	<ul style="list-style-type: none"> • Behaviour Management Policy: Behaviour overall very good. Low key behaviours attended to by all staff. Reduced number of pupils on Red Writing during lunch.
	1:1 pastoral session	<ul style="list-style-type: none"> • The children have had a pastoral session

	weekly with PPGTA	<p>weekly – this has been significant in highlighting wellbeing and/or safeguarding issues for these children.</p> <ul style="list-style-type: none"> • PPGTA daily available to address concerns when needed. Activities have been scheduled initially inclusive of creative activities. PPGTA gave feedback to teachers to be informed.
	Continued investment into Thrive	<ul style="list-style-type: none"> • Thrive was bought through PPG. Mrs Foster and previous headteacher trained as Thrive practitioners. Previous headteacher did not complete the training. • Due to school closures, we are delayed in being able to see the impact in its entirety. • The school’s accreditation has ended in April 2021. • Pupils have developed social interaction skills. Weekly sessions for about 20 minutes at a time to work on relationship. Addressed emotions to use words not hands. • Potential bullying also addressed pro-actively through intervention and PSHE curriculum.
D: Fine and gross motor skills will improve and been seen through presentation of work.	Continued Finger gym sessions daily with PPGTA	<ul style="list-style-type: none"> • In EYFS we have a weekly finger gym challenge as well as a dough disco session daily. • Daily handwriting sessions in EYFS. • Teodorescu motor skills programme in years 1&2 used. Also used for identified KS2 pupils. • Action: To look into handwriting scheme across the school for next year.
E: Attendance for PP children will improve to 96% and minimal learning time will be lost.	Thrive (2 years)	<ul style="list-style-type: none"> • Thrive was bought through PPG. Mrs Foster and previous headteacher trained as Thrive practitioners. • Due to school closures, we are delayed in being able to see the impact in its entirety. • The school’s accreditation has ended in April 2021. • Office checking weekly attendance data and in contact with parents. • EWO services bought into.
	Pastoral 1:1 session	<ul style="list-style-type: none"> • KS1 staff encouraging pupils to be in regularly and discussions with parents on the gate to bring pupils to school. • Headteacher addressed unauthorised absences by sending letters home via the office. Newly appointed EWO liaising with parents of persistent absentees.
	Structured conversations	<ul style="list-style-type: none"> • Staff contacted parents/pupils weekly during COVID lockdown as part of pastoral support. • Staff made use of emails to stay in contact with parents during lockdown. Communication log kept by staff. Telephone calls as part of welfare calls.
	Attendance officer to check in with first day absences and follow attendance protocols.	<ul style="list-style-type: none"> • Attendance checked and monitored weekly by office staff. Headteacher / Bursar liaised with Educational Welfare Service to see if the school can sign up for this. School has signed up in May 2021 with an independent company. Training offered to office

		staff regarding attendance. EWO will liaise with parents to improve attendance.
	Taxi provided	<ul style="list-style-type: none"> This was provided to ensure pupil attended school daily. Arranged by the executive headteacher. Impact was evident in providing education to the named pupil not missing education. Stopped when pupil transferred to another local school.
F: PP children will feel supported within school and home and their aspirations, confidence and wellbeing will improve across school life.	2 Aspirational days to boost confidence and raise aspirations.	<ul style="list-style-type: none"> Initially planned to get visitors/parents in to support specific days and share skills. Classes would have delivered specific activities. Bubbles due to COVID did not allow this to happen. Had a WWII day, Well-being week, author day during lockdown, celebrated world book day, comic relief, etc.
	Pastoral sessions as above	<ul style="list-style-type: none"> All staff has access to the New Skills Academy accredited training for Mental well-being.
	My Wonderful Life RSE Curriculum	<ul style="list-style-type: none"> My Wonderful Life is very successful in UKS2. It gives children the opportunity to discuss current issues through a topical book and well-planned resources. Parents consulted on the new PSHE/RSHE curriculum. Staff and parents consulted on the new PSHE/RSHE policy to be implemented in September 2021.
	Progress Postcards	<ul style="list-style-type: none"> PPG Postcards have been sent home to different children each week to celebrate their learning up till lockdown. These are very well received and have been very effective in boosting morale and a home/school relationship for the majority of PPG pupils. Years 5/6 sent postcards during lockdown.

Data 2020/2021

Leuven scales of well-being

	TERM 1 1st half-term			TERM 1 2nd half-term			TERM 2 3rd half-term			TERM 2 4th half-term			TERM 3 5th half-term			TERM 3 6th half-term		
	CONCERN	MONITOR	NO CONCERN	CONCERN	MONITOR	NO CONCERN	CONCERN	MONITOR	NO CONCERN	CONCERN	MONITOR	NO CONCERN	CONCERN	MONITOR	NO CONCERN	CONCERN	MONITOR	NO CONCERN
Reception	0	0	15	0	2	14	0	2	13	0	1	15	0	2	14	0	1	15
Year 1	0	1	6	0	1	6	0	1	6	1	1	5	1	0	6	1	0	6
Year 2	0	4	12	0	6	10	0	6	10	1	7	9	1	5	11	0	4	13
Year 3	1	0	7	0	1	7	1	0	7	0	0	7	0	1	6	0	2	6
Year 4	0	4	20	1	2	21	1	2	21	1	5	18	1	5	18	0	4	21
Year 5	0	4	7	0	2	10	1	5	6	0	6	6	0	3	9	2	1	9
Year 6	0	2	12	0	3	11	2	2	10	0	7	7	0	3	11	2	2	10
TOTAL	1	15	79	1	17	79	5	18	73	3	27	67	3	19	75	5	14	80
%	1%	15.8%	83%	1%	17.5%	81.4%	5.2%	18.8%	76.0%	3.1%	27.8%	69.1%	3.1%	19.6%	77.3%	5.0%	14.0%	81.0%

PUPIL PREMIUM	READING				WRITING				MATHS				RWM AT	RWM GD
Autumn (15)	5 33%	2 13%	8 53%	0 0%	5 33%	5 33%	5 33%	0 0%	5 33%	3 20%	7 47%	0 0%	4 27%	0 0%
Spring (15)	4 27%	3 20%	8 53%	0 0%	5 33%	8 53%	2 13%	0 0%	7 47%	6 40%	2 13%	0 0%	0 0%	0 0%
Summer (15)	2 13%	1 7%	10 67%	2 13%	3 20%	4 27%	8 53%	0 0%	3 20%	4 27%	7 47%	1 7%	2 7%	0 0%

WHOLE SCHOOL	READING				WRITING				MATHS				RWM AT	RWM GD
Autumn (81)	17 21%	16 20%	44 54%	4 5%	16 20%	23 28%	37 46%	5 6%	13 16%	16 20%	41 51%	11 14%	33 41%	2 2%
Spring (81)	14 17%	25 31%	35 43%	7 9%	17 21%	42 52%	19 23%	3 4%	17 21%	40 49%	23 28%	1 1%	14 17%	1 1%
Summer (82)	4 5%	17 21%	52 63%	9 11%	10 12%	32 39%	34 41%	6 7%	4 5%	17 21%	47 57%	14 17%	33 40%	5 6%

YEAR 1	READING				WRITING				MATHS				RWM AT	RWM GD
Autumn (7)	1	3	3	0	1	3	3	0	1	1	4	1	2 29%	0 0%
Spring (7)	0	3	4	0	2	5	0	0	1	4	2	0	0 0%	0 0%
Summer (7)	0	1	5	1	1	5	1	0	0	1	4	2	1 14%	0 0%

YEAR 2	READING				WRITING				MATHS				RWM AT	RWM GD
Autumn (16)	3	2	9	2	4	8	3	1	3	4	8	1	4 24%	1 6%
Spring (17)	1	5	9	2	5	5	6	1	3	5	8	1	7 41%	1 6%
Summer (17)	0	4	10	3	5	8	4	0	0	5	11	1	4 23%	0 0%

YEAR 3	READING				WRITING				MATHS				RWM AT	RWM GD
Autumn (8)	2	3	3	0	2	3	3	0	1	3	2	2	3 38%	0 0%
Spring (7)	2	2	2	1	2	4	1	0	1	3	3	0	1 12%	0 0%
Summer (8)	2	1	4	1	2	3	2	1	1	4	1	2	0 0%	1 14%

YEAR 4	READING				WRITING				MATHS				RWM AT	RWM GD
Autumn (24)	6	8	8	2	5	7	9	3	3	5	12	4	7 29%	1 4%
Spring (24)	4	10	6	4	4	12	6	2	3	15	6	0	4 17%	0 0%
Summer (24)	2	6	14	2	2	11	8	3	1	3	17	3	11 56%	2 8%

YEAR 5	READING				WRITING				MATHS				RWM AT	RWM GD
Autumn (12)	5	0	7	0	4	0	7	1	5	0	6	1	7 58%	0 0%
Spring (12)	4	4	4	0	3	7	2	0	6	5	1	0	1 8%	0 0%
Summer (12)	0	4	7	1	0	4	6	2	2	2	6	2	6 50%	1 8%

YEAR 6	READING				WRITING				MATHS				RWM AT	RWM GD
Autumn (14)	0	0	14	0	0	2	12	0	0	3	9	2	10 71%	0 0%
Spring	3	1	10	0	1	9	4	0	3	8	3	0	1	0

(14)													7%	0%
Summer (14)	0	1	12	1	0	1	13	0	0	2	8	4	11 79%	1 7%

- Government's floor standard – 65% of pupils to meet the expected standard in Reading, Writing and Maths (AT age related expectation).

2021/2022- BUDGET

Pupil Premium Grant received and how we propose to spend in the financial year 2021/2022			
Premium Grant received	£18140	Balance carried forward from 2020/2021	£3731
			£21871
ELSA training - Emotional Literacy Support Assistant (ELSA) training: building capacity in schools to support the social and emotional well-being of children and young people: <ul style="list-style-type: none"> • Raising Emotional Literacy Awareness; Emotional Literacy in Schools ; The ELSA Project: An Introduction for ELSAs and Line Managers • Building Resilience and Self-esteem Part 1: Relationships • Building Resilience and Self-esteem Part 2: Motivation and Confidence • Managing Emotions; Social and Friendship Skills • Supporting Children Through Loss, Bereavement & Family Break Up; The Use of Story in ELSA Work • Active Listening and Reflective Conversations; group to choose e.g.: The Use of Puppets in ELSA Work, supporting emotional literacy needs in pupils with Autism, embedding ELSA in schools. 			£575
EWO to monitor attendance: <ul style="list-style-type: none"> • Improved attendance and punctuality for PP pupils. • Attendance, following limited opening due to Covid 19, is in line with pre-COVID levels. Parents feel reassured that school is safe and regular attendance is valued. • Attendance continues to improve. • Persistent absences to fall to less than 6% and at least comparable to NPPG • Cause for concern identified and addressed swiftly 			£1200
Exciting Eggs – Intended outcomes: <ul style="list-style-type: none"> • To widen the life experiences of pupils • To improve communication and language development • To improve personal, social and emotional development / raising self-esteem • To increase understanding of the world • Linked with areas of the national curriculum (Maths, English, Science and Art & Design) • To develop skills to work scientifically, mathematically and literally. 			£269
Residential/ Educational visits (2 pupils) : <ul style="list-style-type: none"> • Subsidised Residential to offer a broad, balanced, creative curriculum that meets the needs of our pupils. • Subsidised Year 6 residential, class trips/visitors, clubs and enrichment activities. • Every child has the opportunity to breadth of experiences offered by school regardless of financial situation. 			£360

School uniform: <ul style="list-style-type: none"> To support the welfare of all pupils. Uniform subsidies All children look part of school community and have appropriate clothing for school. 	£100
Staffing <ul style="list-style-type: none"> Evidence of improving quality of teaching. Majority of teachers and lessons considered good or better. Provide additional academic support to improve progress. Additional LSA hours to deliver 1:1 and group support for specific SEND PPG pupils to help with progression towards SMART targets. Progress and outcomes of non-SEN PPG is in line with that of peers 	£18140
Subscription: Fast Phonics <ul style="list-style-type: none"> Provide additional academic support to improve progress in Phonics and reading skills. Targeted interventions through high quality phonics sessions with consistent structure. 	£506
Subscription: Good Morning Children <ul style="list-style-type: none"> Provide additional academic support to improve progress in self-esteem and boost confidence. To develop higher order thinking skills and challenge G&T PP pupils. 	£64
Subscription: Grammarsaurus <ul style="list-style-type: none"> Provide additional academic resources support the delivery of the national curriculum with confidence. To support staff well-being in providing prepared professional resources to aid the delivery of subjects. Pupils to engage with engaging resources to develop long-term memory skills. 	£150
Subscription: Teacher's Pet <ul style="list-style-type: none"> Provide additional academic resources support the delivery of the national curriculum with confidence. To support staff well-being in providing prepared professional resources to aid the delivery of subjects. <p>Pupils to engage with engaging resources to develop long-term memory skills.</p>	£29.50
Subscription: Teaching Packs <ul style="list-style-type: none"> Provide additional academic resources support the delivery of the national curriculum with confidence. To support staff well-being in providing prepared professional resources to aid the delivery of subjects. <p>Pupils to engage with engaging resources to develop long-term memory skills.</p>	£22.50
Zones of regulation: <ul style="list-style-type: none"> Pupils to become more independent in self-regulation strategies. Fewer incidents of behaviours. Pupils to feel settled, safe and secure. Learning environments are calm but engaging Pupils to feel challenged but supported. Evidence of more proactive learning and perseverance. 	Free
Contingency	455
	21871

Pupil Premium Strategy (REVIEW) 2020/2021

Barriers to future attainment (for pupils eligible for PP, including high ability) 2020-2021		
In-school barriers		
A.	Phonics, spellings and writing skills are significantly lower than their peers.	
B.	Basic maths skills of groups of PP children across the school is behind those of their peers.	
C.	A number of pupils have challenging behaviour in KS2 which has a detrimental effect on both their learning and those of their peers.	
D.	Fine and gross motor skills for groups of PP children are behind their peers.	
External barriers		
E.	Attendance rates for children eligible for PP for 2019-2020 (pre-school closure) was 94.46%. Target is 96%.	
F.	Several of the children eligible for PP across the school have an unstable home life or have experienced a difficult or disrupted start in life which affects their social and emotional wellbeing.	
Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	
	<i>Success criteria</i>	
A.	PP children across the school will improve in spelling and phonics	PP children will pass the phonics screener test. Y2 and Y6 PPG will be expected for spelling.
B.	PP children will have had fundamental Mathematics gaps filled and feel more confident attempting Maths independently.	PP children will learn basic Number concepts to support them within Mathematics, thus, boosting confidence and enabling them to make rapid progress in remaining concepts.
C.	Behaviour issues in KS2 addressed following BM policy.	Fewer incidents of poor behaviour recorded and class environments becoming calmer and focussed.
D.	Fine and gross motor skills will improve and been seen through presentation of work.	Children take more pride in their work and handwriting is clearer.
E.	Attendance for PP children will improve to 96% and minimal learning time will be lost.	Attendance competition across the school implemented and discussions to support parents will ensure these children are being supported coming to school.
F.	PP children will feel supported within school and home and their aspirations, confidence and wellbeing will improve across school life.	PP children will be more confident in their learning and in communicating their emotional needs. They will be able to self-regulate their emotions

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review Date	REVIEW / IMPACT
A: Phonics, spellings and writing skills are significantly lower	Quality first daily phonics sessions in KS1 – SSP approach to phonics lessons.	Strong phonics teaching with additional impact sessions from CT.	HT to undertake pupil progress meetings and regular action plan updates.	ALL	Dec 2020	<ul style="list-style-type: none"> New Writing Sequence for English was being trialled to improve teaching and learning of Writing

than their peers.						<p>across the school.</p> <ul style="list-style-type: none"> • Completing phonics assessments recently has shown that the confidence in children has greatly improved as well as their knowledge and skills. • There has been improvement in phonics awareness. Assessment completed 15.06.21. Only 2 pupils in year 2 not passed and 2 in year 1 have not passed the phonics screening.
	Additional phonics intervention	Intense phonics practice for Year 1/2 children by PPGTA to build up towards Guided Reading sessions.	Dedicated daily timeslot with PPGTA with assessments to measure progress. (PPGTA timetable discussed weekly to change as and when needed)	DS/AW	Dec 2020	<ul style="list-style-type: none"> • AW indicated that Suadog's renewal for Reading and Writing was to be cancelled (Spring). Was not used in school, more used at home. Pupils lost interest in it. Was used during lockdown. • Interventions are working well. One child (Year 1) now knows all of the first 100 words and is onto the next 100 words (spring 2/summer 2021).

						<ul style="list-style-type: none"> • Guided reading has been implemented in years 1 and 2 only. Pupils are more confident in reading aloud. Fluency has improved. • EYFS carry out Phonics interventions several times a week as well as regular 1:1 reading times with PP Children. • Separate 1:1 EYFS sessions in the morning with a LSA. Confidence in phonics has improved. Pupils know a lot more sounds.
	1:1 tuition offered for Year 6 'cusp' children inc. Workbooks to support tutored children	Tuition offered to Year 6 in last academic year has boosted confidence and secured progress. Workbooks allow children to take pride and continue.	Year 6 pupils to be offered tuition to support learning and boost confidence.	AW/HT/CT	Feb 2021	<ul style="list-style-type: none"> • COVID and lockdown impacted on the delivery of this. • 1:1 tuition could not be offered, due to school closures, but has been successful in the past. (BDN would have delivered this before and after school).
	Target interventions with PPGTA	Cusp expected children have been identified and will have additional SPAG focussed afternoon	Workbooks and next steps support provided	DS/AW	Dec 2020	<ul style="list-style-type: none"> • Focused interventions have supported cusp children in SPAG, linked

		sessions to support their learning and progress.				<p>to current learning in English lessons.</p> <ul style="list-style-type: none"> • LSA support identified pupils in class. Pre-teaching delivered to aid understanding and accessibility of lessons. Gaps filled. Assessment shows improvement e.g. in multiplication work.
	CPD for staff	Quality first teaching has been shown to significantly improve pupils' progress. Resources from EEF have been shared with staff for staff to explore effective strategies to use in class. AW and BDN (English lead) to explore strategies in greater detail.	Children's books will begin to show a greater improvement in writing	AW/BDN	Nov/Dec 2020	<ul style="list-style-type: none"> • Staff completed phonics training via New Skills Academy and other agencies. • English hub provided useful training sessions on how to support pupils returning after lockdown and how to deliver interventions. • Book looks with feedback to support writing in class (spring term). Looking at consistency of delivery of writing across the school. • Moderation hub meetings scheduled for Summer term Offered by the Epping Partnership. LA has arranged a years 2 and 6

B: PP children will have had fundamental Mathematics gaps filled and feel more confident attempting Maths independently	1:1 tuition offered for Year 6 'cusp' children	Tuition offered to Year 6 in last academic year has boosted confidence and secured progress	Year 6 pupils to be offered tuition to support learning and boost confidence.	AW/HT	Feb 2021	<p>moderation.</p> <ul style="list-style-type: none"> • COVID and lockdown impacted on the delivery of this.
	CPD for teachers	NCETM resources available for staff to support mastery teaching in line with White Rose Hub resources. AW to explore CPD in house by possibly linking with other schools.	All staff to use the tools and resources to implement into their teaching.	HT/AW	Jan 2021	<ul style="list-style-type: none"> • PPG budget was used to pay for the White Rose Premium Maths Resources Subscription. This is added to the scheme to have access to worksheets and videos. Videos were helpful during remote learning to help pupils at home and to support parents in helping at home. This has been invaluable in improving Maths and providing scaffolding and challenge. • New Skills Academy subscription for the year has allowed staff to complete accredited training.
	Target interventions with PPGTA	Cusp expected children have been identified and will have additional focussed afternoon sessions to support their learning and progress.	Workbooks and next steps support provided	DS/AW	Jan 2021	<ul style="list-style-type: none"> • Successful daily intervention sessions held for children to help fill gaps in their understanding. • As above. LSA supported in KS2. Pre-teaching and

						addressing misconceptions.
	Maths online support resources to be explored	PPG lead to explore new online resources for Maths to support learning as Sumdog no longer having impact desired. Subscription to be made to White Rose maths Premium resources for whole school yearly access. Quote being organised for Third Space Learning. Strong, evidence based online resource to support KS2 .	Clear research into effectiveness. Discussions with children to understand thoughts of online resources. WRM is used to teach maths already. Having access to the full mastery items will support staff in delivering quality first lessons and offer additional resources for the PPGTA to use. Evidence shows Learning is accelerated by five additional months; gaps are filled. Children feel more confident in Mathematics abilities.	AW	Nov/Dec 2020	<ul style="list-style-type: none"> Sumdog was purchased in 2018 for Maths, Reading and Writing. The renewal for Maths (November) was cancelled as it lost momentum. Third Space (actual person doing tutoring) was not bought into. Revision for years 5/6 pupils to fill gaps as part of catch-up curriculum and closing gaps.
C: Behaviour issues in KS2 addressed following BM policy.	BM policy including raffle ticket rewards for lunchtimes. "Wobbles and safeguarding" board in staff room so all staff are aware of children who are having a difficult week.	Positive impact ½ a term in with fewer behaviour issues noted both in learning time and lunchtime. Consistency across school will ensure all staff feel empowered to deal with behaviour, this will mean children are aware that consequences are consistent across school. Children are engaged during lunchtimes and are building up banks of games they can play at lunchtime to enable all children to be happy. Some	Continue with methods and re-evaluate the number of report cards at the end of Autumn 2.	ALL	Dec 2020	<ul style="list-style-type: none"> Behaviour Management Policy: Behaviour overall very good. Low key behaviours attended to by all staff. Reduced number of pupils on Red Writing during lunch.

		PPG children are now trained as playleaders. Children with higher behaviour needs have their own plans in place that are clearly communicated to staff.				
	1:1 pastoral session weekly with PPGTA	Children's wellbeing scores collected and discussed. There will be a significant difference to the discussions given the recent COVID19 pandemic.	PPGTA timetable discussed weekly to change as and when needed) CTs also aware of wellbeing scores to be able to support in class.	DS/AW	Dec 2020	<ul style="list-style-type: none"> The children have had a pastoral session weekly – this has been significant in highlighting wellbeing and/or safeguarding issues for these children. PPGTA daily available to address concerns when needed. Activities have been scheduled initially inclusive of creative activities. PPGTA gave feedback to teachers to be informed.
	Continued investment into Thrive	Thrive has been shown to fully support children's mental health. Thrive TA has been trained to support these children. Further exploration required to train additional training due to HT leaving.	HT supporting the implementation of the programme. Thrive TA prepared Thrive area and beginning to explore implementation for Sept. Time dedicated in TA's week to allow for these interventions	AW/HT/CF	Dec 2020	<ul style="list-style-type: none"> Thrive was bought through PPG. Mrs Foster and previous headteacher trained as Thrive practitioners. Previous headteacher did not complete the training. Due to school closures, we are delayed in being able

						<p>to see the impact in its entirety.</p> <ul style="list-style-type: none"> • The school's accreditation has ended in April 2021. • Pupils have developed social interaction skills. Weekly sessions for about 20 minutes at a time to work on relationship. Addressed emotions to use words not hands. • Potential bullying also addressed pro-actively through intervention and PSHE curriculum.
D: Fine and gross motor skills will improve and been seen through presentation of work.	Continued Finger gym sessions daily with PPGTA	Research shows it helps to develop strong, flexible fingers, hands and arms. It promotes better hand-eye co-ordinations, differentiated movement and manual dexterity. It fosters children's use and understanding of spoken language. It builds cognitive abilities and provide opportunities to practise self-regulation. Evidence through handwriting samples and creative work has shown a vast improvement in motor skills and confidence.	<p>Finger gym station set up in school with passport method that children can get signed off. Ensure dedicated PPG TA is regularly taking this group of children to support their motor skills.</p> <p>Additional opportunities provided in Y1/2 classroom.</p>	AW/HT/DS	Dec 2020	<ul style="list-style-type: none"> • In EYFS we have a weekly finger gym challenge as well as a dough disco session daily. • Daily handwriting sessions in EYFS. • Teodorescu motor skills programme in years 1&2 used. Also used for identified KS2 pupils. • Action: To look into handwriting scheme across the school for next year.

E: Attendance for PP children will improve to 96% and minimal learning time will be lost.	Thrive (2 years)	Thrive has been shown to fully support children's mental health. Thrive TA has been trained to support these children. Further exploration required to train additional members of staff due to HT leaving.	HT supporting/leading the implementation of the programme. Thrive TA trained and able to deliver.	HT/AW/CF	Jan 2021	<ul style="list-style-type: none"> • Thrive was bought through PPG. Mrs Foster and previous headteacher trained as Thrive practitioners. • Due to school closures, we are delayed in being able to see the impact in its entirety. • The school's accreditation has ended in April 2021. • Office checking weekly attendance data and in contact with parents. • EWO services bought into.
	Pastoral 1:1 session	Weekly sessions, children have shown in the past half term how much they look forward to these sessions, in addition to raising discussion to support children's anxiety on their terms.	Personalised pastoral sessions, some taking place in the morning to provide an incentive for children to come into school to have the session with the PPGTA. (PPGTA timetable discussed weekly to change as and when needed) CTs to be updated on any issues and the wellbeing scores of the children in their class to ensure they are supporting the actions discussed for children who have lower scores.	ALL	Dec 2020	<ul style="list-style-type: none"> • KS1 staff encouraging pupils to be in regularly and discussions with parents on the gate to bring pupils to school. • Headteacher addressed unauthorised absences by sending letters home via the office. Newly appointed EWO liaising with parents of persistent absentees.

	Structured conversations	Parental engagement and the ability to offer parental support will help to address barriers that are preventing children from coming into school.	Dedicated time slots booked with parents to come in and chat. Those that can't make it to have the option of a phone conversations to chat.	AW	Dec 2020	<ul style="list-style-type: none"> Staff contacted parents/pupils weekly during COVID lockdown as part of pastoral support. Staff made use of emails to stay in contact with parents during lockdown. Communication log kept by staff. Telephone calls as part of welfare calls.
	Attendance officer to check in with first day absences and follow attendance protocols.	Clear engagement with parents that follows the correct procedure will ensure no children are missed.	Training has been provided and AOs are fully aware of system. Weekly attendance reports to PPG Lead who can monitor and engage with parents when needed.	HT/AOs	Dec 2020	<ul style="list-style-type: none"> Attendance checked and monitored weekly by office staff. Headteacher / Bursar liaised with Educational Welfare Service to see if the school can sign up for this. School has signed up in May 2021 with an independent company. Training offered to office staff regarding attendance. EWO will liaise with parents to improve attendance.
	Taxi provided	Discussions with parent indicate difficulty getting to school.	Prebooked taxi arranged.	AW/HT	Febr 2021	<ul style="list-style-type: none"> This was provided to ensure pupil attended school daily. Arranged by the executive headteacher. Impact

						was evident in providing education to the named pupil not missing education. Stopped when pupil transferred to another local school.
F: PP children will feel supported within school and home and their aspirations, confidence and wellbeing will improve across school life.	2 Aspirational days to boost confidence and raise aspirations.	This will support the children emotionally and encourage their resilience and independence as well as support them in working as a team. It will expose the children to activities they may not be able to do normally and enrich their education.	Activities chosen will be decided based on the level of impact it makes.	AW/HT	June 2021	<ul style="list-style-type: none"> Initially planned to get visitors/parents in to support specific days and share skills. Classes would have delivered specific activities. Bubbles due to COVID did not allow this to happen. Had a WWII day, Well-being week, author day during lockdown, celebrated world book day, comic relief, etc.
	Pastoral sessions as above	Weekly sessions, children have shown in the past half term how much they look forward to these sessions, in addition to raising discussion to support children's anxiety on their terms.	Regular structured meetings with feedback to PPG Lead so progress is supported. This in turn to be fed back to CTs. (PPGTA timetable discussed weekly to change as and when needed)	AW/DS/CTs	Dec 2020	<ul style="list-style-type: none"> All staff has access to the New Skills Academy accredited training for Mental well-being.
	My Wonderful Life RSE Curriculum	Curriculum to be taught from Sept. Clear guidelines with books to support and allow children to feel they	Clearly timetabled weekly slot on CT timetables. Books chosen by CT's to support.	CTs	Dec 2020	<ul style="list-style-type: none"> My Wonderful Life is very successful in UKS2. It gives children the

		have a voice and they can safely share worries.				<p>opportunity to discuss current issues through a topical book and well-planned resources.</p> <ul style="list-style-type: none"> Parents consulted on the new PSHE/RSHE curriculum. Staff and parents consulted on the new PSHE/RSHE policy to be implemented in September 2021.
	Progress Postcards	Additional recognition for these children will boost the connection between school and home and encourage the home discussion. As well as boosting the confidence of the children.	These will be sent home to different children each week recognising achievements. Have already proved effective before school closure with children proud to receive them.	DS/AW	Dec 2020	<ul style="list-style-type: none"> PPG Postcards have been sent home to different children each week to celebrate their learning up till lockdown. These are very well received and have been very effective in boosting morale and a home/school relationship for the majority of PPG pupils. Years 5/6 sent postcards during lockdown.

2020/2021- BUDGET

Pupil Premium Grant received and how we propose to spend in the financial year 2020/21			
Premium Grant received	£24,865	Balance carried forward from 19-20	£8342
Total			£33207
Supporting the cost of designated Pupil Premium Officer			£ 1,700
Pupil Premium Teaching Assistants			£ 18,284
White Rose Maths Premium Primary Subscription (Annual)			£99.00
Additional Progress postcards and stamps			£100.00
1:1 Tuition (£30 an hour)			£100
Workbooks -sets x4			£200.00
Thrive programme, training and resources			£234
Additional Thrive time with a trained LSA			£1100
Taxi			£1000
CPD for staff (New Skills Academy)			£1000
Bug Club			£1000
Staffing			£4659
Total			£24817
Remaining			£3731

Pupil Premium Strategy (REVIEW) 2019/2020

Desired outcome	Chosen action/approach	IMPACT	Lessons learned (and whether you will continue with this approach)
PP children across the school will improve in spelling and phonics	1:1 tuition for Yr 6	Boosted confidence in abilities and has been extended even further.	<ul style="list-style-type: none"> • More 1:1 tuition to be offered to new Year 6 pupils to support progress in new academic year.
	Sumdog spelling / Additional phonics intervention	Children's spelling ages have increased well since the start of the academic year 2019.	<ul style="list-style-type: none"> • Additional Sumdog Spelling sessions in place to boost spelling further. Continual timetable changes with PPG TA to ensure the right children are targeted. However, children lacking motivation for Sumdog and is now not offering the required impact. A new alternative will be explored. • Bespoke timetabling with the PPG TA has proved effective, particularly with regular timetable changes each half term to cater for individual needs.
	Quality first daily phonics sessions in KS1 – SSP approach to phonics lessons.	Predicted phonics scores are good for PPG children expected to take the test.	<ul style="list-style-type: none"> • Phonics teaching in KS1 is strong and supports those children well.
Mathematics gaps filled and Mathematics confidence improved	Daily Sumdog Sessions	Sumdog has shown that some PPG children have made progress since their diagnostic result. However, children have grown reluctant to participate and it is no longer showing as great an impact as it was.	<ul style="list-style-type: none"> • As above, Sumdog subscription will be reviewed and alternatives sought. • In addition, greater depth for all approach to marking in place by all staff. Ensure children are getting immediate feedback and support in the lessons.
	1:1 tuition for Yr 6	Boosted confidence in abilities and has been extended even further. 50% of these children should be on track to reach expected at the end of KS2.	<ul style="list-style-type: none"> • More 1:1 tuition to be offered to new Year 6 pupils to support progress from September 2020.
Fine and gross motor skills will	Daily Finger gym sessions	Positive impact - Evidence through handwriting samples and creative work has shown a vast improvement in	<ul style="list-style-type: none"> • Children are engaged with the range of tasks; they are becoming more confident.

improve and be seen through presentation of work.		motor skills and confidence.	Improvements in presentation re evident across a half term of work. Continue to have the finger gym station set up in school daily with PPGTA. Some children are also now choosing for fine motor skill activities to complete in pastoral time so ensure the resources are available for this option.
Behaviour issues are addressed across KS2	BM policy implemented ensuring consistency across all staff including Middays. In addition to raffle ticket approach to encourage good behaviour at lunchtimes.	Consistency across school will ensure all staff feel empowered to deal with behaviour, this will mean children are aware that consequences are consistent across school.	<ul style="list-style-type: none"> Behaviour Management policy is consistent and has impact. Reminders needed for all staff on the importance of consistency needed to ensure there is a caring culture in place. In addition, a system is to be implemented for all staff to be aware of children who may be having a difficult week etc. Children with greater behaviour needs have separate additional pastoral sessions to provide support. This has helped to build trust between children and staff also.
	1:1 pastoral session weekly with PPGTA	These sessions have worked incredibly well at identifying worries and/or safeguarding issues where the child can be supported. The majority of children have high well-being scores. Where they do not, discussions with the child have identified where support is needed and parents have been engaged with if necessary.	<ul style="list-style-type: none"> Children have built up positive relationships with the PPGTA and feel comfortable discussing problems as well as having positive discussions about home and school life. Children also look forward to these sessions and regularly ask when it is their turn.
Increased attendance rates	Attendance officer to follow up quickly on absences and call every day. Followed by HT meetings and letters with parents to address attendance and offer support.	Attendance for many children has improved and clear case studies are being put in place for the children who have particularly low attendance. Parents feel supported when facing difficulties with getting children to school.	<ul style="list-style-type: none"> Attendance for the Academic year 2019-20 (September until March School Closure) is 93.22% which is an increase since the last academic year (target is 96%) 8 PPG children out of 17 have an attendance of 96% or above. Wellbeing and pastoral sessions are to remain in place to support these children. Thrive will also be implemented further to support well-being at school.

	Structured conversations both in person and over the phone	These did not happen due to small window between PPG lead returning after maternity and COVID19 closure. However, all PPG families received telephone support twice a week for the first 12 weeks and then once a week thereafter.	<ul style="list-style-type: none"> Structured conversations will continue in Sept 2020 as they include clear attendance discussions as well as reports on sessions missed due to lateness. By using both face to face and telephone conversations more parents were interacted with. Many parents have responded to correspondence but have also engaged with the school for a variety of support. Parents very appreciative of continued support during COVID19 closure.
	Pastoral well-being sessions during morning registration.	These have proved successful in settling more vulnerable children into the school day and allowing them to voice any concerns that could impact how the day progresses	<ul style="list-style-type: none"> Increased attendance for these children (see above) as well as a positive impact on behaviour.
PP children will feel supported within school and their confidence, wellbeing and independence will improve across school life.	Dedicated PPGTA meetings for pastoral support.	As per above - this has had a positive impact in the children feeling able to talk. They look forward to the session and it is supporting them feeling listened to and safe in school.	<ul style="list-style-type: none"> Ensure these are happening weekly and wellbeing scores are taken half termly to address impact and also identify barriers.
	Investment into Thrive well-being programme.	Thrive has been shown to fully support children's mental health. Thrive TA has been trained to support these children. Further exploration required to train additional members of staff due to HT leaving.	<ul style="list-style-type: none"> A good start has been made, but due to school closure unable to make clear identification on impact.
	2 Aspirational days to boost confidence and raise aspirations.	Activities not implemented due to time constraints and closures. However, various activities were uploaded for home learning and HT delivered learning packs to most vulnerable PPG as additional activities.	<ul style="list-style-type: none"> Children are enthusiastic about their learning and have enjoyed the experiences they have been offered. Parents have engaged well and sent numerous home learning photographs.
	Contributions towards Y5/6 Residential trip.	Trip unlikely to go ahead in Sept. Will wait for confirmation.	<ul style="list-style-type: none"> Conversations with parents to discuss financing and supporting them so children can attend if trip is to go ahead or is postponed.
	Progress Postcards	Children very enthusiastic to receive these at home. Some even bringing in to share. Children feel proud to receive them and boosts confidence.	<ul style="list-style-type: none"> Small cost yet very effective in boosting morale and confidence. Will continue to use with children. Ensuring they are sent home for attendance as well as other achievements.

2019/2020 – BUDGET

Pupil Premium Grant received and how we propose to spend in the financial year 2019/2020			
Premium Grant Received	£26,060	Carried Forward from 18-19	£5,463
Total received			£31,523
1:1 Tuition			£137.62
Towards cost of Designated PP Officer			£2750.00
Free School Meals Vouchers (COVID19)			£264.00
Thrive annual cost expenditure			£936.00
Sumdog			£411.60
HT Thrive expenses			£50.04
Thrive resources			£365.00
Trip contributions			£50.00
Towards cost of PPG TA			£16,143.00
SATS breakfasts			£15.36
Workbooks			£32.72
TA Thrive training			£1705.14
PPG Postcards			£19.49
PPG Postcards - Stamps			£36.60
Total			£22,916.57
To carry forward to 20/21			£8,606.43