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| 1. Summary information | | | | | |
| School | **Conway Primary School** | | | | |
| Academic Year | **2021/2022** | Total PP budget | **£142,360** | Date of most recent PP Review | **May 2021** |
| Total number of pupils | **398** | Number of pupils eligible for PP | **111** | Date for next internal review of this strategy | **May 2022** |

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| 1. Current attainment | | | | | |
|  | | | ***Pupils eligible for PP (your school)*** | | ***Pupils not eligible for PP (national average)*** |
| % achieving expected standards in R,W and M combined at KS2 | | | % | | ***N/A%*** |
| % achieving high standards in R,W and M combined at KS2 | | | % | | ***N/A%*** |
| 1. Barriers to future achievement (for pupils eligible for PP) | | | | | |
| In-school barriers ***(issues to be addressed in school, such as poor oral language skills)*** | | | | | |
|  | | **Lack of opportunities to read at home to develop fluency and understanding of quality texts especially due to school closures during 2020-21** | | | |
|  | | **Oral communication skills are poor for many children who enter foundation stage, especially for those in receipt of Pupil Premium funding. This can slow early progress.** | | | |
| C. | | **A lack of external exposure to rich and varied language and life experiences can prevent the development of English vocabulary and knowledge, especially for children who are eligible for Pupil Premium funding, which then impacts on the progression they make in reading, writing and maths.**  **Change** | | | |
| External barriers ***(issues which also require action outside school, such as low attendance rates)*** | | | | | |
| E. | | **Limited parental support in learning development at home** | | | |
| 1. Desired outcomes | | | | Success criteria | |
|  | Improve outcome of middle prior attainment children eligible for PP achieving expected standard or better in in reading. | | | Pupils eligible for PP will achieve national standard or higher at the end of KS2 in line with non PP children nationally | |
|  | Maintain current good outcomes at for children eligible for PP across phonics, writing and maths. | | | Pupil eligible of PP across the school make as good progress as other pupils and the gap between attainments measures such as number achieving the expected standard is narrowed. Higher attaining pupils eligible for PP will continue to achieve the higher standard in line with national expectation at the end of KS2. | |
|  | Maintain higher numbers of children eligible for pupil premium achieving higher standard in line with other children across KS1&2 in maths and writing. | | |
|  | Ensure children who exceeded at end of EYFS achieve potential at the end of KS1. | | | All pupils eligible for PP will make expected progress from starting point in EYFS. | |

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| 1. Planned expenditure | | | | | | | |
| Academic year | | 2021/2022 | | | | | |
| **The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies** | | | | | | | |
| 1. Improving Academic Outcomes | | | | | | | |
| Desired outcome | 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? |
| 1. Improve outcome of middle prior attainment children eligible for PP achieving expected standard or better in reading. | Further refinements to the structured approach in the develop the fluency of reading across all key stages  Additional CPD opportunities to increase teacher’s subject knowledge within key year groups  Reading lead to support across school. | | | Due to Covid-19 closures 2020-2021 this has increased the gap between PP children and Non PP Children  Current outcomes & standards  Regular CPD opportunities & staff Meetings | Regular review of lessons and progress led by leadership team.  Book scrutiny to monitor progress and implementation.  New reading assessments to be introduced.  Implement good quality resources.  Reading lead to provide focused support across staff.  Use of consultant to provide outside feedback of progress and next steps.  Use of staff meetings to regularly develop practise. | **Reading lead alongside SLT** | Weekly in monitoring and SLT standards meetings. |
| 1. Maintain current good outcomes for children eligible for PP across phonics, writing and maths. 2. Maintain higher numbers of children eligible for pupil premium achieving higher standard in line with other children across KS1&2 in maths and writing. 3. Ensure children who exceeded at end of EYFS achieve potential at the end of KS1. | Smaller teaching groups in Y6, Y5, Y2 and Y1.  Summer School  Easter School | | | Due to Covid-19 closures 2020-2021 this has increased the gap between PP children and Non PP Children  Targeted teaching groups with clear focus on specific groups and needs have provided an effective strategy for the school in raising attainment. | Termly pupil progress meeting meetings with class teachers to review practices and measure impact.  Support for teachers and HLTAs from within school experts.  Appropriate CPD identified for teachers and HLTAs implemented in timely manner. Regular follow-up to ensure impact of CPD. | Middle leadership team and senior leadership team. | Weekly in monitoring and SLT standards meetings. |
| Total budgeted cost | | | | | | | **£65,000** |
| 1. Targeted support | | | | | | | |
| Desired outcome | 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? |
| Improve outcome of middle prior attainment children eligible for PP achieving expected standard or better in in reading.  Ensure children who exceeded at end of EYFS achieve potential at the end of KS1.  Maintain current good outcomes at for children eligible for PP across phonics, writing and maths. | Weekly Interventions in phonics and core subject.  Increased After & Before School Tuition Groups  Summer School  Easter School  Increase HLTA TEAM by 2 members | | Interventions run in previous years supported children achieving national expectations. With a minimum of 85% of children achieving their end of year target in maths and writing.  Extended Tuition Provision to Years 6, 5, 4,3, 2 | | Robust systemic of targets and monitoring to monitor impact of intervention.  Termly pupil progress meeting meetings with class teachers to review practices and measure impact.  Support for teachers and HLTAs from within school experts. | ML team and SLT | Weekly in key year group team meetings.  6 weekly reviews of interventions and impact. |
| Improve outcome of middle prior attainment children eligible for PP achieving expected standard or better in in reading.  Ensure children who exceeded at end of EYFS achieve potential at the end of KS1. | Provide weekly boosters run by teachers in reading for key year groups.  Morning & Afternoon Booster Groups | | Booster led by teachers in previous years has supported pupils overall progress. They have been successfully used to target specific gaps in learning to enable rapid progress. | | Regular review progress through monitoring of lessons and books led by leadership team.  Termly pupil progress meeting meetings with class teachers to review practices and measure impact. | **Y6 led and SLT team** | Weekly in key year group team meetings.  6 weekly reviews of interventions and impact. |
| Improve outcome of middle prior attainment children eligible for PP achieving expected standard or better in reading. | Parent workshops across all year groups – direct Zoom whole class lessons & target teaching Video uploads to school website | | An external barrier our children face is limited home support in development of reading. Whilst we largely have a support parent group we want to give our parents the tools based on our new strategies for the teaching of reading to enable them to target their children at home. | | Monitor parent and pupil voice.  Monitoring of children’s reading habits before and after workshops.  Termly pupil progress meeting meetings with class teachers to monitor progress an attainment. | **Reading lead**  **SLT team** |  |
| Total budgeted cost | | | | | | | **£174,000** |
| Overall Total | | | | | | | **£239,000**  **8819** |

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| 1. Additional detail |
| **Actual proposed spend £217,000 - £55,091 More than budget and £51,000 more that 20-21.**  **Covid-19-**  **Due to the school closures in 2020-21, the gap between pupil premium and non-pupil premium children has widened. The strategic approach outlined above will work towards closing the gap in the coming year.** |