

Waulud Primary School Pupil Premium Report - Review 2020/21, Planned Expenditure 2021/22

1. Summary information					
School	Waulud Primary School				
Academic Year	2021/2022	Total PP budget	£299,935	Date of most recent PP Review	Sep 2021
Total number of pupils	411 exc. Nursery (Jan census)	Number of pupils eligible for PP	223 (Jan census)	Date for next internal review of this strategy	Apr 2022
2. Current attainment 2020/21					
The impact of coronavirus and the resulting cancellation of national tests has meant that comparisons with previous year's results or with other schools' data are not possible. However, we note the attainment gaps using our internal data and will seek to reduce gaps further with actions planned for the current academic year.			Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)	
KS1% achieving expected standard or above in reading, writing & maths					
KS1% achieving expectations in reading					
KS1% achieving expectations progress in writing					
KS1% achieving expectations progress in mathematics					
KS2 % achieving expected standard or above in reading, writing & math					
KS2% achieving expectations in reading					
KS2% achieving expectations in writing					

KS2% achieving expectations progress in mathematics			
3. Barriers to future attainment (for pupils eligible for PP)			
Academic barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>			
A.	Speaking, listening and understanding skills are lower for PP pupils in Nursery and Reception. This impacts on reading and writing progress in subsequent years.		
B.	Higher achieving PP pupils – the gap between PP and non PP GD pupils to diminish, especially in KS2		
C.	Maths attainment – The gap between PP and Non PP attainment in KS2 diminishing.		
D.	SEND – 14% of the PP pupils also have SEND. This is an additional barrier that needs early identification and intervention particularly KS1 phonics/reading and KS2 writing		
E.	Social, emotional, mental health issues (SEMH) – Pupils being ‘ready to learn’ and in a secure place emotionally.		
Additional barriers <i>(including issues which also require action outside school, such as low attendance rates)</i>			
F.	Disadvantaged children’s attendance and punctuality		
G.	Parenting - A lack of engagement and establishing regular routines at home which include reading, homework, P.E kit etc.		
H.	Access to life experiences which involve sporting, social or cultural opportunities.		
4. Intended outcomes <i>(specific outcomes and how they will be measured)</i>		Success criteria	
A.	Improved speaking, listening and understanding skills for pupils eligible for PP.	Pupils eligible for PP in Nursery, R and year 1 make rapid progress by the end of the year so that all pupils for PP meet age related expectations.	
B.	Higher rates of progress, particularly across KS2, for higher attaining pupils.	Pupils eligible for PP identified as high ability at least progress equivalent to ‘other’ pupils identified as high ability across KS2 in math, reading and writing. Measured by teacher assessments.	
C.	Pupils are excellent mathematical problem solvers.	Pupils achieve (or exceed) expected levels in math and make (or exceed) expected progress.	

D.	SEND pupils are identified early and appropriate early intervention is in place.	SEND pupils achieve (or exceed) expected levels in math, reading and writing and make (or exceed) expected progress.
E	Pupils' can access learning in class because their safety, belonging and esteem needs are met and they are able to emotionally regulate.	Pupils are ready to learn in class without the need of intervention. Number of interventions to ensure pupils are ready to learn is reduced.
F.	Disadvantaged childrens attendance and punctuality to improve	Disadvantaged pupils' attendance to improve so that is better than the national average for non-disadvantaged pupils.
G.	Parents to become more engaged by all school staff so that routines for children are established and become embedded.	Pupils have improved routines in the home which develop their 'home learning skills' and inturn support them in coming to school 'ready to learn'.
H.	Pupils are exposed to a wide range of social/cultural and sporting experiences.	Pupils attend clubs, events and places that they would not usually be exposed to.

5. Review of expenditure				
Previous Academic Year		2020/2021		
i. Quality of teaching for all				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Implementation of early speech and language assessment and intervention for all.	Improved speaking, listening and understanding skills for pupils eligible for PP.	All nursery and reception pupils language levels were screened on entry to the school. Interventions were started but then unfortunately had to stop due to COVID 19 lockdown and bubble closures.	Staff to receive training on WellComm and opportunities to incorporate it into their daily planning/classroom environment. Talk Boost did not have the intended results that were hoped for. This programme is to be stopped and focus placed on WellComm for the forthcoming year.	

Extra y2 literacy group– increase in staff/pupil ratio	For year 2 reading levels to match or exceed that of non PP pupils (national).	This begun to have the desired effect and despite the lockdown causing interruptions, the gap was reduced in reading.	Staff to receive training for the new phonics programme (SoundsWrite) so that phonics can continue into Yr3 to support reading further.	TOTAL COST £38,262
Extra y5 and 6 math group increase in staff/pupil ratio	For year 5 and 6 math levels to match or exceed that of non PP pupils (national).	This begun to have the desired effect however the lockdown and bubbles having to close caused interruptions.	Extra groups for year 5 and 6 to support ‘off track’ pupils in 2021/22.	
i.i. Targeted Spport				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Implementation of early speech and language assessment and intervention for all.	Improved speaking, listening and understanding skills for pupils eligible for PP.	All nursery and reception pupils language levels were screened on entry to the school. Interventions were started but then unfortunately had to stop due to COVID 19 lockdown and bubble closures.	Staff to receive training on WellComm and opportunities to incorporate it into their daily planning/classroom environment. Classrooms to become language rich environments to help support childrens development.	
To identify SEND pupils early and rapidly implement suitable provision.	SEND pupils are identified early and appropriate early intervention is in place.	SEND pupil were identified at the earliest point, resulting in early diagnosis of need and correct support being implemented. Appointments with External Agencies continued and assessments provided.	To continue in 2021/2022	
Speech and Language Therapist	Improved speaking, listening and understanding skills for pupils eligible for PP.	Pupils identified in early language screening were referred to SALT at the earliest point. Some pupils received SALT via video calls throughout lockdown.	SALT provision to continue in 2021/2022	

Run target groups for higher attaining pupils and to 'gap fill'.	Higher rates of progress, particularly across KS2, for all pp pupils.	This begun to have a positive impact, however the lockdown and bubbles having to close caused interruptions.	To continue in 2021/2022	Total Cost £194,201
Learning and Wellbeing Mentor delivering targeted and ad-hoc Nuture sessions	Pupils' can access learning in class because their safety, belonging and esteem needs are met and they are able to emotionally regulate.	This was having a positive impact before lockdown. Phonecalls to all vulnerable families were made both throughout lockdown and during any closures of bubbles during wider opening of school.	To continue in 2021/2022	
iii. Other approaches				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Attendance officer	Disadvantaged pupils' attendance to better attendance for national non-disadvantaged.		To continue in 2021/22	
Subsidised school trips, events, sporting experiences and visitors	Pupils are exposed to a wide range of social/cultural and sporting experiences.	Pupils started to enjoy a wide range of events and 'Waulud Promises' prior to lockdown. During the lockdown these were stopped, however events were able to re-commence during the Summer Term. A trip postponed in Summer 2 term was rescheduled for Autumn 1 .	To continue in 2021/22	
Targeted Breakfast and After School club	Improved attendance and pupils entering the classroom 'ready to learn'.	This was having a significant impact on pupils being ready to learn in time for lessons before lockdown. Breakfast packages were also given to vulnerable families throughout lockdown.	To continue in 2021/22	

To build relationships with pupils/families. To provide/locate support. To liaise with relevant services.	Pupils have improved home routines with school work and therefore come to school 'ready to learn'.	Vulnerable families were contacted throughout lockdown and bubble closures to ensure their wellbeing. All appointments with professionals and services were kept upto date remotely.	This provision has been invaluable during not only the lockdown period but also during any of the closures of bubbles. To continue in 2021/22	Total cost £73,117
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6. Planned expenditure

Academic year **2021/2022**

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Implementation of early speech and language assessment and intervention for all.	Improved speaking, listening and understanding skills for pupils eligible for PP.	EEF Toolkit states that, 'On average, early years interventions have an impact of five additional months' progress, and appear to be particularly beneficial for children from low income families.' 'All pupils appear to benefit from oral language interventions, but some studies show slightly larger effects for younger children and pupils from disadvantaged backgrounds (up to six months' benefit).'	All pupils to be screened upon entry to gather baseline data. Staff to receive CPD on vocabulary. Classrooms to become vocabulary rich environments WellComm to be interested in the Early Years classes for all children Identified children to receive WellComm interventions to reduce the gaps in language	SS	Half termly starting Oct 2021

Extra Y1 and 2 phonics groups – increase in staff/pupil ratio	For Year 1 and 2 phonics levels to match or exceed that of non PP pupils (national).	The EEF Toolkit states ‘Research supports the notion that children learn more and teachers are more effective in smaller classes. As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, so learning and attainment will improve.’ Smaller class sizes mean disadvantaged pupils can access more of the teacher’s time with a tightly focused direct teaching.	Use assessment data and error analysis to plan for rapid progress. The school’s monitoring cycle will continually evaluate provision.	HR	Half termly starting Oct 2021
Extra Y4 writing and math groups – increase in staff/pupil ratio	For year 4 writing and maths levels to match or exceed that of non PP pupils (national).		Use assessment data and error analysis to plan for rapid progress. The school’s monitoring cycle will continually evaluate provision.	HR	Half termly starting Oct 2021
Extra y5 and 6 math groups increase in staff/pupil ratio	For year 5 and 6 math levels to match or exceed that of non PP pupils (national).		Use assessment data and error analysis to plan for rapid progress. The school’s monitoring cycle will continually evaluate provision.	EP	Half termly starting Oct 2021
Total budgeted cost					£62,867.50
ii. Targeted support					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Implementation of early speech and language assessment and intervention for all.	Improved speaking, listening and understanding skills for pupils eligible for PP.	EEF Toolkit states that, ‘On average, early years interventions have an impact of five additional months' progress, and appear to be particularly beneficial for children from low income families.’ ‘All pupils appear to benefit from oral language interventions, but some studies show slightly larger effects for younger children and pupils from disadvantaged backgrounds (up to six months' benefit).’	To Screen all pupils language skills using the WellComm language screening tool To train staff to deliver the Well Comm language interventions. High quality teaching of vocab CPD	SS	Half termly starting Oct 2021

To identify SEND pupils early and rapidly implement suitable provision.	SEND pupils are identified early and appropriate early intervention is in place.	The SEND Code of Practice states, 'The benefits of early identification are widely recognised – identifying need at the earliest point and then making effective provision improves long-term outcomes for the child or young person.'	Referral guidelines will be created and shared with staff. All children in nursery, foundation and new starters in KS1 will be having their language development screened. The school's monitoring cycle will continually evaluate provision. TAs will be trained to deliver proven interventions.	SS	Half termly starting Oct 2021
Speech and Language Therapist	Improved speaking, listening and understanding skills for pupils eligible for PP.	EEF Toolkit states, 'All pupils appear to benefit from oral language interventions, but some studies show slightly larger effects for younger children and pupils from disadvantaged backgrounds (up to six months' benefit).'	Ensure robust referral system. Review caseload half termly. Train TAs to deliver speech programmes where appropriate. Class teachers to receive support from SALT where required.	SS	Half termly starting Oct 2021
Run target groups for higher attaining pupils and to 'gap fill'.	Higher rates of progress, particularly across KS2, for all pp pupils.	Ofsted comment that, 'Carefully focused interventions led by the teaching assistants, combined with their highly focused work in class, have made a considerable contribution to ..improvements.'	Each class has 12 hours TA support so pre-planned intervention groups can take place and also ad-hoc according to need. The school's monitoring cycle will continually evaluate provision.	AD	Half termly starting Oct 2021
Learning and Wellbeing Mentor delivering targeted and ad-hoc Nurture sessions	Pupils' can access learning in class because their safety, belonging and esteem needs are met and they are able to emotionally regulate.	EEF toolkit states, 'On average, SEL (Social and emotional learning) interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself. The average impact on attainment is equivalent to four months' additional progress.'	Mentor will report to EP each week.	EP	Half termly starting Oct 2021
Total budgeted cost					£220,896

iii. Other approaches					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Attendance officer	Disadvantaged pupils' attendance to better attendance for national non-disadvantaged.	Ofsted comment that one of the 'levers of improvement' is: 'Attendance levels for all disadvantaged pupils are checked and acted upon. Systems are in place to make early identification of issue and need.'	Attendance will be monitored.	SS	Half termly starting Oct 2021
Subsidised school trips, events, sporting experiences and visitors	Pupils are exposed to a wide range of sport, social and cultural experiences.	Pupils will benefit from being introduced to a wide variety of experiences.	Reviewing programme of trips and attendance.	Asst Heads	Half termly starting Oct 2021
Targeted Breakfast and After School club	Improved attendance and pupils entering the classroom 'ready to learn'.	The EEF states, 'breakfast clubs provide an opportunity to improve outcomes for all children, not just those who attend breakfast club, through better classroom environments.'	Attendance will be monitored.	GF MH (FW)	Half termly starting Oct 2021
To build relationships with pupils/families. To provide/locate support. To liaise with relevant services.	Pupils have improved home routines with school work and therefore come to school 'ready to learn'.	The EEF states that, 'increasing parental engagement in primary and secondary schools had on average two to three months' positive impact'. Helping parents learn English or with parenting routines helps pupils become 'ready to learn'.	Family workers will report their actions on a weekly basis.	GF MH (FW)	Half termly starting Oct 2021
Total budgeted cost					£55,758
TOTAL PROJECTED EXPENDITURE FOR 2021/2022					£339,521.50

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.

All rationale is data and evidence based using evidence and research from the following documents:

- * *Special educational needs and disability code of practice: 0 to 25 years*, DfE, 2015
- * *The Pupil Premium*, Ofsted, 2013
- * *Effective Pupil Premium Reviews*, TSC, 2018
- * *The EEF Guide to the Pupil Premium*,
https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf
- * *Supporting the attainment of disadvantaged pupils: articulating success and good practice*, DfE, 2015
- * *Bercow: Ten Years On*, www.Bercow10yearson.com, 2018