

PUPIL PREMIUM SPEND 2021 - 2022

Barriers to Learning

Complex Family Needs

Data for the end of the academic year showed that 1.1% of children in the school are Looked after compared to 0.76% of children across Tameside. 2.3% of children in the school are subject to child protection plans compared to 0.39% locally and 4.5% of children are subject to Early Help Strategies compared to 1.33% of Tameside children. Of our pupil premium cohort over 95% of children are currently eligible for free school meals, which now represents over 50% of the whole school population.

Attendance and Punctuality

Absence rates traditionally have been above national averages for the school as a whole and for those eligible for pupil premium. However, during the last academic year attendance was above the national average. The group with the lowest attendance are children eligible for Free School Meals and those with an EHCP, where there are health needs. Persistent Absenteeism has improved again over the last academic year but is still high (13%). A number of families have made significant improvements to their attendance as a result of initiatives but since re-opening punctuality has improved.

Social, Emotional and Mental Health

19 children currently in school receive support for their Social, Emotional and Mental Health needs including support for the family

School Readiness / Speech and Language

The large majority of children enter the Foundation Stage with Speech and Language that is below the expected level for their age. Some enter with language as low as 11 to 16 months, having only one- or two-word utterances on assessment. Speech sound pronunciation is a limiting factor in progress in phonics. Over generalisation and limited vocabulary are both factors that limit progress in reading and writing.

Home Learning Environment / Readiness to Learn

For significant numbers of children, home support for learning is a struggle. Many parents lack the confidence, organisation and skills to provide the kind of support needed for learning at home. This prevents children from consolidating learning or extending learning done in school. Restricted access to educational IT and internet in the home and wider experiences out of school time also have a bearing on children's wider vocabulary, general knowledge and confidence in a wide range of social situations.

Complex Learning Needs

Those children with SEND are doubly disadvantaged in that more often than not their circumstances mean that they have additional SEMH or family circumstances that make addressing their needs more complicated. Parents often do not have the skills to support them sufficiently well. 3.4% of children have Education, Health and Care Plans compared to 1.9% in mainstream primary schools nationally.

COMPLEX FAMILY NEEDS

INITIATIVE	COSTINGS	IMPLEMENTATION	IMPACT
Family & Community Engagement Co-ordinator (Continuation)	£35,385	FaCE co-ordinator provides concentrated support for hard to reach families. In addition, this member of staff co-ordinates the delivery of courses for parents and families. She also leads on persistent absenteeism and supports families on CP Plans and EHPs. She is able to co-ordinate Early Intervention via Team Around the School meetings. This member of staff leads on Child Protection Training and co-ordinates and monitors training records of the staff. This member of staff also takes the lead on referrals for Emotional Support and Play Therapy	<ul style="list-style-type: none"> Absence for Pupil Premium children improves overall by 1% PP children whose attendance falls below 90% improves by 3% overall or individual improvements are significant and sustained: evidence by case study Decrease numbers of children who are Persistently Late or Absent to <10%

			<ul style="list-style-type: none"> Consistent contributions to all CP conferences / Core Groups and EHPS lead to positive outcomes for the most vulnerable children and their families Swift and effective referrals lead to appropriate action by CSC All staff CP training up to date enables swift response to safeguarding concerns
Safeguarding Network Subscription (continuation with changes)	£500	Training resources and Safeguarding forum subscription – wider use of this package for online training to ensure that all staff have the knowledge they need to identify vulnerability and recognise signs of	<ul style="list-style-type: none"> 100% correct responses to post training quizzes Resources used for induction of new staff.
My Concern (continuation)	£800	Software package enabling school to monitor and respond to all safeguarding concerns	<ul style="list-style-type: none"> Safeguarding leads – have comprehensive information to take to meetings – staff kept up to date on progress of concerns raised

Comments

This role continues to be a crucial role in school – the workload is significant and would be passed on to myself or the Phase Leaders if this role didn't exist – which would be unmanageable. The nature of the pandemic and its impact on attendance means that the targets here are no longer reasonable to expect, however governors can see from reported attendance data that despite lower than in previous years attendance remains above the national for disadvantaged children and the safeguarding audit provides reassurance that our procedures are comprehensive and on the whole effective.

ATTENDANCE AND PUNCTUALITY

INITIATIVE	COSTINGS	IMPLEMENTATION	IMPACT
Attendance Assistant (Continuation)	£21,524	Attendance Assistant deals with all admin directly related to attendance, ensuring that procedures are effective in recording and reporting absence and reasons for absence and that appropriate referrals and proceedings are implemented. The attendance assistant will record all details collate information to enable FACE co-ordinator and senior leaders to identify patterns and trends. Effective follow up of Fixed penalty notices for parents taking children out of school during term time. Direct work with EWO to follow up Attendance Improvement Plans.	<ul style="list-style-type: none"> Increase the number of pupil premium children achieving 100% attendance Reduce the number of children taking holidays in term time to 10 or fewer Eliminate TT Holiday repeats Reduce persistent absentees to < 10% Improve overall attendance of pupil premium children to 95% Successful implementation of FPNs and Legal warnings for children with 10 or more unauthorised absences
EWO time	£1,200	Additional 3 x days EWO time per year	<ul style="list-style-type: none"> Extend the subsidised breakfast club to 80 children
Breakfast Club (Continuation with expansion)	£15,360	The aim of breakfast club is to improve attendance and punctuality of targeted children and to support parents returning to work ensuring that all these children have a nutritious breakfast and a structured calm start to the school day, as well as providing	

		additional opportunities for physical activities, social play, support with reading and homework / peer mentoring etc	<ul style="list-style-type: none"> • 10 free places taken by those identified as at risk of becoming persistent absentees. • Highly positive responses to Parent Satisfaction survey • Case Study evidence of improvement in attendance / start to the day for targeted children
--	--	---	---

Comments

The number of children attending Breakfast Club has increased to 70, which in turn means we need additional staff to take on more children – we have some children who have been allocated places to reduce persistent lateness, but their attendance at club is inconsistent. However, many of our pupil premium children are subject to sunrise sunset sessions for catch up so that in itself is having a positive effect for some individuals. We have seen a reduction in holidays taken in term time as reported in School on a page. WE have a number of positive case studies of individual or family improvements made in light of attendance improvement plans, including where older children are making a personal effort to be in school and on time.

ACCELERATING KEY SKILLS

INITIATIVE	COSTINGS	IMPLEMENTATION	IMPACT
Every Child a Reader Teacher/ Training and Resources Plus, Time (Continuation)	£44,532 + £1,015 training costs £2839 1 x TA2 x 2hrs daily	Specialist teacher to deliver Reading Recovery to up to 16 children per year in years 1,2,3. Intensive support for pupils with reading as well as the development of improved strategies for Reading across the school. Additionally, to train Support staff in reading inference and track the progress of children on Better Reading programme (BRP). Lesson observation and Quality Assurance of teaching of reading across the school. Additional hours to provide booster Guided Reading Sessions for Y2 and Y3 children Co-ordinate Reading Volunteers in school and provide support and identify PP children to work with them	<ul style="list-style-type: none"> • Children on average achieve at least 15 months progress over course of the programme • Quality first teaching of Reading is at least good based on lesson observations and peer review • 10% improvement of PP achieving NA in KS1 Reading • 70% of BRP children make better than expected progress on the programme • KS1 Reading target met
Every Child Counts Teacher / training and resources (with changes Continuation)	£33,009 + £3,000 training costs	Specialist teacher to provide maths teaching 1 to 1 or small group up to 24 children over the year from Year two. As well as providing diagnostic testing for children in Key Stage Two and teacher development support and maths leadership. He will provide tailored support for new and inexperienced teachers in planning for progression in Maths. He will provide booster lessons for Higher ability Year Two children to ensure numbers of children achieving a higher standard in KS1 are in line with National Average	<ul style="list-style-type: none"> • Outcomes for Every Child Counts children over 10-week programme are higher than the national average for the programme • at least 80% of children on intense Year Two support achieve NS in SATs • Sandwell testing provides accurate baseline assessment for Y2 and interventions against which to measure progress • 80% of children taking part in interventions make progress that is better than National Average from entry to exit.

			<ul style="list-style-type: none"> 70% of PP children achieving the national standard in Maths in KS1 KS2 PP Maths attainment is in line with national average for non-disadvantaged
COMPLEX LEARNING NEEDS			
INITIATIVE	COSTINGS	IMPLEMENTATION	IMPACT
Additional Education Psychologist Time (Continuation with increase)	£6,000	Priority given to additional Educational Psychologist time to assess disadvantaged SEND pupils	<ul style="list-style-type: none"> An additional 5 pupils have needs formally assessed Action plans reflect recommendations from Educational Psychologist
Additional Clinical Psychologist Supervision time for Therapist (new)	£600	The Clinical Psychologist will provide the Therapist with supervision for her therapeutic work with disadvantaged children	<ul style="list-style-type: none"> Quality Assurance for play therapy
Therapeutic Play Support (new)	£1,500	Additional therapist to support Messy Play sessions for 20 weeks 1 day per week	<ul style="list-style-type: none"> At least 24 children will have benefited from Messy Play and recommendations and evaluation of the programme shared with parents and teachers Early intervention supports well-being of children and leads to fewer CAMHS referrals
Learning Mentor (New)	£19,104	Learning Mentor will work primarily with disadvantaged children who have barriers to their learning and their families Learning Mentor will provide daily support children with additional needs who are subject to a behaviour plan Learning Mentor provides responsive and pre-emptive support for children with identified SEMH needs Learning Mentor will be trained in the delivery of therapeutic and SEMH interventions Learning mentor will be trained in parenting support and attachment	<ul style="list-style-type: none"> Reduction in time spent out of class for children with highly challenging behaviour Improved consistency and quality of behaviour plans Reduction in Fixed term exclusions to below national average Evidence of improved success in children achieving behaviour targets
Additional 0.5 SENCO Non-classroom based	£26,928	Additional Time for SENCO to complete paperwork of referrals, EHCP applications, hold termly 4 plus 1 review meetings, quality assure provision and oversee provision mapping, support teachers with intervention planning	<ul style="list-style-type: none"> An additional 5 EHCP applications completed successfully in year Positive feedback from parents evidenced from review meetings Early identification of SEND Highly effective intervention strategy results in good progress towards targets for SEN children
Comments			

In the autumn term we struggled to acquire an Ed Psych but that is now resolved and plans are in place for her to see children, however in the meantime to mitigate against any risk we have made use of COPs and LASS testing online as well as making use of the Boxall profile and our Play Therapist for our SEMH children. We have not seen a reduction in CAMHS referrals but we have seen an improvement in CAMHS response to referrals. The Learning Mentor was recruited and started work in January, since then she has been providing invaluable support for our most challenging children but has also been supporting the SENCOs with improving the quality of behaviour and learning plans for individuals - this is still in the early stages of development but looking highly promising. Fixed term exclusions are very low and remain an absolute last resort for children, as we do not believe that they are an effective solution for children, the learning mentor will play a pivotal role in eliminating FT exclusions in the future. The SENCOs have received praise for the high standard of EHCP applications and we have established some much more effective working relationships with two officers from the SEND team in Tameside, which is enabling us to mitigate against the recent inspection report.

SCHOOL READINESS

INITIATIVE	COSTINGS	IMPLEMENTATION	IMPACT
Additional Nursery Teacher / REAL Project (Continuation with changes)	£33,096	2 nd Nursery teacher 0.6 will implement the Parent Gym programme to support parents to improve the Home Learning Environment and promote parent resilience and positive parenting with peer-to-peer support She will lead on the implementation of the REAL Project: to support literacy development by working with children and parents to improve learning support in the home learning environment. Practitioners are given 4 days CPD and will then conduct up to 10 home visits for each child, alongside a number of literacy events for parents and carers. Baby Group – to develop a community baby groups to engage parents as early as possible and supporting them to support their children’s needs	<ul style="list-style-type: none"> 90% of 30 hr pupils achieve age related expectations for Communication and Language, PSED and Maths by EOY 2022 At least 8 families attend each of the Parent Gym sessions 8 families engage in 100% of REAL sessions This will bring 100% positive outcomes for 8 children from the group in prepared testing compared to control group Up to 10 parents each week attend the group Positive feedback from evaluation
Comments			
There have been some significant changes to Mrs McHugh’s priorities for her role this term, partly due to staff absence but also due to changed identified urgent need. Mrs McHugh had cover Nursery teaching in the first part of the Spring term to ensure that the quality of provision was maintained. Our priority for intervention has also changed and therefore Mrs McHugh been delivering a speech and language intervention for the nursery children in place of the REAL project. Mrs McHugh has also provided some invaluable additional support for a Y2 phonemic awareness group.			
Parent Gym	£504	Nursery TA 2 hours per week per six-week course x3 = total of 36 hours	<ul style="list-style-type: none"> Minimum of 16 parents take part in the programme over the year
Well Together / Bounce Together	£3000	Enables us to monitor the well-being of our children in a meaningful way throughout the year	<ul style="list-style-type: none"> Measuring well-being enables us to provide timely support to individuals as well as informing our strategic direction for well-being in school.
HOME LEARNING ENVIRONMENT			
INITIATIVE	COSTINGS	IMPLEMENTATION	IMPACT
Lexia Club (Continuation)	£3780	2 x TA cover for Lexia Lab Daily 8.30 – 8.55 for Year Two and Year Six to support and monitor progress	<ul style="list-style-type: none"> 80% of Year Two and Year Six pupils achieve target grade in Lexia
Storytime Magazine (continuation)	£3,600	1 x Annual Subscription per child in Year 3 and Year 4	

Aquila Magazine (continuation)	£3,600	1 x Annual subscription per child in Year 5 and Year Six	<ul style="list-style-type: none"> • Positive outcomes from attitudinal survey beginning and end of year • +1.0 progress end of Key Stage Two July 2022 •
Total Pupil Premium Planned Spend	£260,896		
Income from Pupil Premium	£256,223		
Income from Early Years Premium	£4669		
Total Income from Pupil Premium	£260,892		