

Pupil Premium Strategy Statement 2021-22

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Brecknock Primary School
Number of pupils in school	338
Proportion (%) of pupil premium eligible pupils	58% (166)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-23
Date this statement was published	September 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Helen Bruckdorfer
Pupil premium lead	TBC
Governor lead	TBC

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£208,475*
Recovery premium funding allocation this academic year	£22,475*
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 230,950

Part A: Pupil premium strategy plan

Statement of intent

The school is committed to ensuring all children make rapid progress from whatever his or her starting point, 'no child will be missed and no child will fall behind. Provision is matched to the needs of each and every child to ensure that not a moment in school is wasted'.

The school received a letter from Sam Gyimah, the Under Secretary of State for Childcare and Education, which states that between 2011 and 2016 the school was 'one of the highest achieving in the country in terms of the attainment and progress of disadvantaged pupils'. In 2018, Sadiq Khan named Brecknock as one of his 'Schools For Success' to celebrate the school's achievements in supporting pupils needing extra help to fulfil their potential.

Following school closures due to Covid the gap between disadvantaged pupils and others has widened, our focus will be supporting these pupils to narrow the gap and be ready to progress. The aim for all of our pupils is to provide a curriculum, teaching and experiences to enable them to become informed, articulate and confident. Improving children's health, wellbeing and access to education is an important key to success.

This year, the school is continuing to implement a recovery curriculum with a strong commitment to maintaining and improving the level of progress and attainment of disadvantaged pupils from EYFS to the end of Key Stage 2 and closing the gap between disadvantaged and non-disadvantaged pupils within our own school context.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Focus on middle and lower attainers who are making less progress than other PP pupils and not attaining expected levels in reading, writing and maths. There are low levels of family literacy and parental engagement with learning in many groups. Additional barriers for some families include EAL and lower communication and language skills upon entry into school.
2	On entry baseline assessments for disadvantaged pupils show low starting points in many areas of the EYFS Framework, with lower communication and language skills.

	Closing the gap in attainment in Early Years in the context of the new EYFS Framework, with added barriers due to school closure.
3	Persistent absence is above national and local averages for disadvantaged pupils. Attendance rates of groups of pupils with additional vulnerabilities and complex needs is above national.
4	Increased social emotional mental health needs of children and families. Improvement in access to support services and providing early help. Targeted and accessible extra-curricular activities are essential to support the physical and mental wellbeing of disadvantaged children.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
To support disadvantaged children to make accelerated progress in phonics and reading, writing and mathematics towards end of year expectations.	<ul style="list-style-type: none"> - Reduced attainment gap between disadvantaged pupils and others in phonics, reading, writing and mathematics. - Disadvantaged to have attainment at least inline with 'others' nationally. - Increased parental engagement and confidence (workshops/meetings)
To develop early language and vocabulary acquisition, strengthen phonic knowledge and early reading skills.	<ul style="list-style-type: none"> - GLD for disadvantaged pupils inline with national and local averages. - Communication and Language prime area of EYFS framework inline with national and local averages. - Impact of continued Neli programme shows rapid progress for identified disadvantaged pupils. - Literacy - comprehension and word reading area of EYFS framework inline

	<p>with national and local averages, reduction in gap with 'other' pupils.</p> <ul style="list-style-type: none"> - Year 1 (and Year 2) phonics screen results inline or above local and national averages for disadvantaged pupils. - Systematic Synthetic Phonics scheme embedded throughout the school and shows impact. - Increased parental engagement and confidence (workshops/meetings)
<p>To ensure attendance of PP children is 97% + and PP children from vulnerable groups above national.</p>	<ul style="list-style-type: none"> - 97% + attendance for pupil premium children. - 98% attendance for PP children from vulnerable groups. - inclusion/Pastoral team meet regularly to track and identify families and children requiring support with attendance. - Identification of barriers to attendance and signposting of services to identified families/groups - Attendance systems and whole school attendance initiatives, including assemblies, promotion in newsletter and links to Send My Friend campaign are well established. - EBSA guidance is followed when supporting families with emotionally based school avoidance.
<p>To ensure disadvantaged pupils have access to high quality services, extra curricular provision and enrichment opportunities.</p>	<ul style="list-style-type: none"> - All disadvantaged pupils attend extra curricular provision. - All disadvantaged children have access to enrichment opportunities and attend

	<p>all residential trips when age is applicable.</p> <ul style="list-style-type: none"> - Identified families benefiting from early help; impacting attendance, social and emotional and learning behaviours.
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Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £49,560

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional SLT teaching in Y2/Y6	<p>Education endowment fund claims that reducing class sizes results in around 3 months additional progress on pupils, on average. Children are given more high quality feedback and more individualised learning experiences. Teachers team teaching results in the professional development of staff.</p> <p>Allow better targeting of different ability ranges within the class with 3 teachers rather than two. Plug gaps and extend where needed to ensure accelerated progress for all groups leading to higher attainment and progress than expected levels.</p>	<p>1 2</p>

<p>Oracy - Voice 21 training for staff in rigorous vocabulary teaching across the school - all staff inducted and benefitting from Stage 1 leadership school accreditation process with two oracy champions in place.</p> <p>Voice 21 Professional Development Programme and partnership to support the whole school focus on oracy with high quality speaking and listening activities to support children's communication and vocabulary acquisition</p>	<p>EEF and Voice 21 evidence</p> <p>“In school, oracy is a powerful tool for learning; by teaching students to become more effective speakers and listeners we empower them to better understand themselves, each other and the world around them. It is also a route to social mobility, empowering all students, not just some, to find their voice to succeed in school and life.”</p> <p>On entry to school, disadvantaged children’s spoken language development is significantly lower than their more advantaged peers.</p> <p>Language skills consistently emerge as a strong predictor of student attainment. Students who start primary school with poor language skills underperform in English and maths, and have lower rates of school enjoyment and confidence.</p> <p>At school, children with poor language and communication skills are less likely to reach expected levels of attainment.”</p>	<p>1 2 3 4</p>
<p>Focus on Early Reading and rigorous phonics - keep up not catch up.</p> <p>Little Wandle SSP scheme introduced for all children and embedded into all teaching practice - key foundation for early reading programme</p>	<p>Synthetic Systematic Programme which shows fidelity to the scheme.</p> <p>The EEF considers phonics to be one of the most secure and best-evidenced areas of pedagogy and recommends all schools use a systematic approach to teaching it. pupils need to keep up with their peers rather than be helped to catch up later, at a point when learning in the wider curriculum depends so much on literacy. Where pupils make insufficient progress, extra efforts should be made to provide them with extra practice and support from the beginning.</p>	<p>1 2</p>
<p>High quality, carefully planned professional development - peer to peer practice based lesson study approach for all teachers.</p>	<p>Evidence collected during a study by the GTC suggested that “teachers benefited in a number of ways including: improved capability for designing learning tasks, experience of collaborative working which offered the teachers the opportunity to tackle problems together and to share project work out gaining skills in reflection, discussion and evaluation, and</p>	<p>1 2</p>

<p>Connecting Classrooms cycles supporting maths, oracy and feedback</p>	<p>developing a research perspective in their classrooms continuing to have the opportunity to share problems and solutions with other teachers through informal networks created during the project improved self-confidence. Teachers felt that by becoming learners themselves - by developing a greater capacity for thinking independently, reflecting critically, problem solving and working together with other teachers - they had also become better role models for the children they taught.</p>	
<p>Destination Reader and Reading RoadMap initiative</p>	<p>Additional sets of books to ensure that children have a wide selection. Reading Challenge to encourage reluctant readers</p>	<p>1</p>
<p>Mastering Number - EYFS, Y1 and Y2 teachers trained with NCETM to impact fluency and number sense.</p>	<p>Mastering number is a collegiate approach to professional learning, building on the successes of the NCETM hub work. The project will:</p> <ul style="list-style-type: none"> - develop skills in working in a professional learning community, reflecting with other colleagues on their own practice, and refining skills through support and challenge within a community - develop a secure understanding of how to build firm mathematical foundations with a stronger subject and pedagogical understanding for EYFS and KS1 - Ensure firm foundations in children’s understanding of early number 	<p>1 2</p>
<p>Letter join handwriting scheme implemented from EYFS-KS2</p>	<p>Each of the key stage requirements are met through Letter-join’s aim is for children to develop a fluent and legible, cursive handwriting style to ensure they reach the standard expected at the end of each key stage. Suggestions for differentiation are included in the key stages in order that every child has the opportunity to master the relevant skills.</p> <p>Non pre- cursive handwriting adaptation for EYFS and KS1 in line with SSP phonics recommendations.</p>	<p>1 2</p>

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £92,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>HLTA support for 0.8 EYFS intervention support for language development and early reading/number</p> <p>HLTA support 0.4</p>	<p>Effective support from support staff <i>and support the development of independent learning skills, which are associated with improved learning outcomes.</i></p>	<p>1 2</p>
<p>Additional support for targeted lowest 20% in 1:1 reading from support staff</p>	<p>1:1 reading with support staff of targeted children.</p> <p>Talisman Texts used in KS2 for group reading. Phonics interventions to support in KS1 and some KS2 children.</p> <p>Nessy Reading and Spelling to support targeted children</p>	<p>1 2</p>
<p>External tutor</p>	<p>Research has shown that pupils' learning has been affected by school closures (EEF, 2021), which is supported by a larger body of evidence suggesting that the attainment gap tends to grow over periods such as summer holidays when schools are shut.</p> <p><i>There is a large body of evidence that tutoring and small-group tuition is effective – particularly where it is targeted at pupils' specific needs; and that it can be particularly effective for disadvantaged pupils.</i></p>	<p>1 2</p>
<p>1:1 reading with targeted children</p> <ul style="list-style-type: none"> - Beanstalk reading volunteers - Bookmark reading volunteers 	<p>Reading intervention for reluctant pupil premium readers. One-to-one reading support improves their reading ability, increases confidence and increases the enjoyment they gain from reading. Volunteers meet regularly with the English Lead to ensure quality and progress of children.</p>	<p>1 2</p>
<p>School led tutoring by teaching staff before and after school for target</p>	<p><i>There is a large body of evidence that tutoring and small-group tuition is effective – particularly where it is targeted at pupils'</i></p>	<p>1 2</p>

<p>disadvantaged children in addition to NTP.</p> <p>See school led tutor funding plan</p>	<p><i>specific needs; and that it can be particularly effective for disadvantaged pupils.</i></p> <p>The use of teachers from the school will ensure that the needs of the children are well aligned. The 'in-house' tutoring will enable real time communication to further support pupil progress.</p> <p>See external tutor rationale.</p>	
<p>Additional support for 'Daily Supported Reading' for Reception children in addition to Y1,Y2, Y3 and targeted lowest 20%.</p>	<p>Daily Supported Reading (DSR) is an internationally acclaimed approach to the teaching of early reading in KS1 (and for low readers in KS2). Primarily a whole class programme, it has proven success as a small group or 1-1 catch up intervention.</p>	<p>1 2</p>
<p>TutorMate targeted 1:1 reading mentoring KS1 with Google/ Royal London</p>	<p>Tutormate evaluation found twice the rate of increase in their reading enjoyment levels, twice the rate of increase in their self-reported reading skill, a statistically significant higher rate of progression in their reading skills.Participating teachers and volunteers also reported positive experiences and perceptions of TutorMate.</p>	<p>1 2</p>
<p>Online and home learning resources (Tech support) for disadvantaged families for access to learning - Google Classrooms, subscriptions/resources</p>	<p>National Literacy Trust - "The home learning environment is vital in supporting early literacy, but children from disadvantaged backgrounds are less likely to be read to at home, meaning they can fall behind." Higher-income parents were more likely to receive online support from practitioners, and low-income families are less likely to have the resources they need, including the right digital devices and reliable internet connections.</p>	<p>1 2 3 4</p>
<p>Summer School including focused tutoring from school teachers and links with organisations / Well-being coaching and physical fitness</p>	<p>Summer schools have a positive impact on average (three months' additional progress)</p> <p>Summer schools that use teachers that are known to the pupils have a higher impact, on average</p>	<p>1 2 3 4</p>

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £89,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Therapeutic and specialist behaviour and mental well-being support for vulnerable pupils to ensure children feel secure and ready to learn</p> <p>Bought in Professional Services: TOPS</p>	<p>To offer a confidential psychotherapeutic service for children and their families including assessment, brief and longer term individual work, parent support, family work and children's groups.</p> <p>To work alongside teachers. To support teacher and families to understand the underlying meaning of pupil behaviour, identify children more easily who are at risk, and feel more confident managing their own reactions and those of the children leading to improved Evaluations for the children and better engagement between families and school.</p>	<p>3 4</p>
<p>Music bursaries - Wider opportunities - violin lessons, recorder group, Camden wide concerts</p>	<p>The Arts Council found that the challenges facing families of low-socio-economic status in supporting their children's musical activities are considerable. The cost of tuition and participating in extracurricular ensembles may be more than they can afford. They may also face challenges in transporting their children to activities.</p> <p>Short term music projects have shown that music can provide opportunities for vulnerable young people to acquire a range of transferable skills and enhance their confidence and aspirations</p>	<p>3 4</p>
<p>STEAM Education - Careers focus and links with local organisations and businesses</p>	<p>Every young person needs high-quality career guidance to make informed decisions about their future. Good career guidance is a necessity for social mobility: those young people without significant social capital or home support to draw upon have the most to gain from high-quality career guidance.</p>	<p>1 2 3 4</p>
<p>Pastoral Lead support- SEMH for targeted pupils and family support/</p>	<p>Nationally referrals to support mental health concerns in children are up 134%. The ongoing impact of the pandemic has</p>	<p>1 2</p>

attendance, housing, benefits and wider services	increased reliance on housing and support services and impacted waiting lists. Pastoral care in schools is essential in identifying families in need of support and bridging the gap where access to services is limited.	3 4
Attendance initiatives and SLT time	Historically, children and families have responded well to whole-school, incentivised attendance systems and weekly attendance assemblies. School attendance is linked to now linked to the school's values	3 4
Additional extra curricular activities. Subsidised in school clubs: e.g. Bloomsbury football extra curricular provision	Extra-curricular activities can help to improve pupil attainment, attitudes and skills, such as motivation, confidence and team-working. Focus on physical and mental well being of children from disadvantaged backgrounds who are targeted for clubs.	3 4
Subsidised after school provision clubs / Magic Breakfast	<i>Evaluation found that supporting schools to run a free of charge, universal breakfast club before school delivered an average of 2 months' additional progress for pupils in Key Stage 1 with moderate to low security.</i> EEF	3 4
Subsidised Early Years wrap around care available for disadvantaged children in Nursery and Reception	To support low income families to be able to return to work, with a provision of high quality care before and after school. http://www.familyandchildcaretrust.org/sites/default/files/files/out_of_school_out_of_mind-withoutmap.pdf#overlay-context=out-school-out-mind	1 2 3 4
Transition support for pupils moving to Y7	Alex Quigley says: "Evidence suggests the children who decline most at the transition between primary and secondary schools are those from disadvantaged backgrounds and/or pupils with SEN. The research evidence, thankfully, offers areas of promise to mitigate the gaps that grow at transition".	3 4
Subsidised Trips e.g School Journey/Visits	To enable children from low income families to go on the school residential trips in Y4,5,6. Children gain hugely from these experiences,	1 3 4

	including learning to be independent, bonding with their classmates, taking risks, making decisions.	
Enrichment - Children's University and EEF Research partnership project.	EEF funded project to test whether extra-curricular activities, including social action, can help to improve pupil attainment, attitudes and skills, such as motivation, confidence and team-working. There is evidence that children from disadvantaged backgrounds are currently less likely to participate in these types of activities. A previous trial found positive impacts on maths and reading results equivalent to 2 months' additional progress. Small improvements were also seen for a range of non-cognitive outcomes, such as teamwork, social responsibility, and aspirations.	1 3 4
Additional wider opportunities to enrich teaching and learning E.g. poetry trip, children's bookshow, theatre trips, workshops - running throughout the year. Artist in Residence	To enable children from low income families to go on school trips across the school. Children gain hugely from these experiences, including learning to be independent, bonding with their classmates, taking risks, making decisions. EEF/ Sutton Trust research on Cultural Capital.	1 3 4

Total budgeted cost: £230,950

Total PPG projected 2021/22	
Item / Project	Cost
Teaching (for example, CPD, recruitment and retention) % of Salaries for the following staff: <ul style="list-style-type: none"> • Deputy Headteacher • Assistant Headteacher • Leader of Learning • Voice21 • Little Wandle • Connecting Classrooms • Reading Roadmaps • Mastering Numbers training • Handwriting scheme 	£49,560

<p>Targeted academic support</p> <ul style="list-style-type: none"> • Higher Level Teaching Assistants • Nessy Reading • Talisman Texts • Beanstalk reading volunteers • DSR • High quality books / texts • Tech support • Summer School 	<p>92,100</p>
<p>Wider Strategies</p> <ul style="list-style-type: none"> • TOPS • CAMHS • STEAM • Pastoral provision • Attendance initiatives • Extra curricular provision including breakfast club, after school club, extended provision • Class trips • Residential trips • EP SLA 	<p>89,300</p>
<p><i>Total</i></p>	<p>£230,950</p>

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Funding overview	
Detail	Amount
Pupil premium funding allocation 2020-21	£219,235
Recovery premium funding allocation 2020-21	N/A
Pupil premium funding carried forward from previous years	£0

Objectives in spending:

Following school closures and ongoing disruption due to Covid-19 the gap between disadvantaged pupils and others has widened. Children learnt at home remotely for a significant amount of the Spring Term, and some classes during the autumn and summer term due to bubble closures. In all year groups this has significantly impacted the children's progress in writing, with significant gaps in all areas widening at KS1. Prolonged barriers to accessing school in Nursery and Reception significantly impacted their communication, early reading and writing skills.

- To narrow the gap between disadvantaged pupils and others by the end of KS2
- Disadvantaged pupils to make expected progress across key stage from point of entry and EYFS data.
- To ensure pupils are prepared for the next stage in their learning academically, socially and emotionally.
- To support progress through rigorous phonics and reading support and implement the DSR programme in Reception..
- To ensure the curriculum and wider learning opportunities supported disadvantaged pupils in their readiness to learn.
- To narrow the gap in speaking and listening in EYFS.
- Disadvantaged pupils to access extra-curricular and enrichment activities supporting their physical and mental health.
- Disadvantaged pupils to be emotionally secure and ready for learning.

Link to the Remote Learning Statement to support home learning during school closure and bubble closures. <https://www.brecknock.camden.sch.uk/wp-content/uploads/2021/09/Remote-Education-Statement-September-2021.pdf>

Summary of spending and actions:

- Additional specialist teacher time in English and Maths to take focus groups and support staff development.
- School led high quality after/before school tutoring for Year 6 students in core areas.
- On costs for tutors employed through Academic Mentoring programme subsidised by the government. Targeted tutoring for identified pupils - linked to Covid catch up funding.
- Ensured all pupils had adequate access to technology for online learning while at home.
- Learning packs created to support children in home learning.
- High quality professional development for all staff ensured quality in remote learning and live teaching for all pupils.
- In school professional development for teaching staff focused on developing reading fluency and comprehension across the school and pedagogy to support identified gaps in children's progress and attainment.
- Rigorous professional development schedule continued throughout the academic year for teachers and support staff.
- Curriculum Leaders identified key objectives enabling coverage of key learning gaps in all subjects - linked to Covid catch up plan.
- Enrichment activities and after school clubs in summer term subsidised to broaden experiences and opportunities for all disadvantaged pupils.
- Breakfast club subsidised to ensure a healthy start to the day and improved attendance of targeted children.
- Summer School targeted for disadvantaged and vulnerable pupils for two weeks with reading support, mental and physical health programmes.
- Health and mental well-being support for families and staff.
- Professional development for all staff around mental health and well being throughout the year.
- Inclusion team, therapeutic and specialist behaviour and mental well-being support for vulnerable pupils to ensure children feel secure and ready to learn.
- Additional intervention for identified vulnerable families to support the transition back to full time school, ensuring all pupils are visible. Key disadvantaged families were given access to in school provision as part of the key worker / vulnerable provision.
- Transition support for pupils moving to Y7, working with local secondary schools.
- Focused reading and phonics interventions for identified children.
- Parents and carers upskilled to support their children's learning through online workshops.
- Fine motor skills group and language interventions (NELI - linked to Covid catch up) with EYFS children by highly trained staff.

Outcomes:

DATA COLLECTED OVER THE PAST THREE YEARS - Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, the school carried out internal assessments using **standardised teacher administered tests and teacher assessments to assess the children. 2019 data is taken from standardised tests.**

KS2 SATs data shows that the gap for disadvantaged pupils achieving the expected standard is 11% combined for 2020-21. The most significant gap is in writing (20%), linked to the engagement of some pupils during home learning and this being the most challenging area to teach remotely. This was targeted in tutoring for Year 6 pupils.

There will be continued focus in upper KS2 to ensure gaps are closed. Since January 2021 the current Year 6 children have been accessing tutoring and SLT supported teaching.

Reaching expected or above

KS2	2019			2021		
	All	PP	Non- PP	All	PP	Non- PP
Reading	79%	65%	96%	84%	78%	92%
Writing	74%	58%	92%	72%	63%	83%
Maths	91%	84%	100%	84%	75%	96%
Combined	72%	55%	92%	59%	83%	70%
KS1	2019			2021		
	All	PP	Non- PP	All	PP	Non- PP

	76%	68%	85%	55%	48%	78%
Reading						
	64%	59%	70%	52%	43%	78%
Writing						
Maths	69%	64%	75%	58%	57%	67%
EYFS		2019			2021	
	All	PP	Non- PP	All	PP	Non- PP
GLD	74%	69%	83%	53%	38%	69%

KS1

KS1 results show a significant pupil premium gap which has increased since 2019. The cohort of children is very small with a high incidence of disadvantaged children with complex needs. This will be a focus in Year 3 for teachers in 21-22. As part of this focus there is a 'phonics into writing' tutoring assigned for two days a week and an adapted approach to reading/phonics to ensure gaps are closed rapidly.

The children in Year 3 (2019 results, current Year 5) who had the larger pupil premium gap have been targeted with interventions this year as there was a significant gap here due to Covid school closures.

EYFS

Progress in Reception was significantly affected by repeated school/class closures and the challenges of providing remote learning to younger children. Missed opportunities to be taught and apply phase 3 phonics to writing means this is a key focus for the pupils in Y1. Phonics catch up interventions in place for Year 1. Speaking and listening support was targeted through the NELI programme and focused on oracy teaching which will continue in Year 1. Year 1 children will also have access to Tutormate - an online tutoring academic platform.

	June 2019	March 2020	December 2020	June 2021	
Year 1	All - 82% (27/33) PP - 63% (10/16) Non-PP - 100% (17/17)	All - 12% (4/33) PP - 11% (2/19) Non-PP - 14% (2/14)	N/A	All - 60% (34/57) PP - 65% (20/31) Non-PP - 54% (14/26)	
Year 2	All - 83% (35/42) PP - 73% (16/22) Non-PP - 95% (19/20)	October 2020 All -31% (11/35) PP - 29% (6/21) Non-PP - 36% (5/14) Y3 - Didn't retake due to school closures	All - 65% (22/34) PP - 61% (14/23) Non-PP - 80% (8/10)	All – 76% (25/33) PP - 64% (14/22) Non-PP - 100% (11/11)	

Phonics Screen Check Results.

Phonics results show a pupil premium gap with attainment against the phonics screen checks. The gap is wider in Year 2 with children with SEND and identified as disadvantaged not passing the phonics screen. Rigorous interventions, catch up plans and parental engagement were put in place to ensure good outcomes for all children. These will continue in Year 2 and 3.

Access to Home Learning

The provision of technology for a significant group of disadvantaged children has had some impact on their learning. They were able to access the online learning offer during school closure in January 21 onwards, meaning all children had potential access to live teaching all day, however limited internet access for some families hindered this. Staff worked hard to ensure that children remained visible and ensure quality first teaching for all. This also supported parental engagement as it allowed parents to gain a better understanding of the teaching and learning pedagogy that takes place at the school, helping them to better support their children. All disadvantaged children were given chrome books/ devices and dongles where required. Audits showed increased uptake in KS2.

Mental health support

The school ran an extensive mental health support programme in the last academic year. The use of oracy teaching to support mental health and wellbeing was embedded throughout the school and included in the school improvement plan. Mental Health Week was a whole school focus and parents were engaged with workshops. There was a significant uptake in parent support workshops, advice, CAMHS/ TOPS referrals - additional support was brought in to support this.

Physical health support

Physical health was a huge focus for children returning to school and also as they were learning from home. Focused subsidised activities for identified children took place in the summer term. The Daily Mile was reintroduced for all children and an extensive home learning programme of activity was led by the PE lead.

Summer School

The school worked in partnership with Bloomsbury Football Club to run a Summer 2021 Club. Pupil Premium children were targeted for the provision which involved daily teaching from TPS and BPS teachers, as well as active coaching from Bloomsbury and daily reading from support staff.

Allocation of Pupil Premium Grant 2020/21

Total PPG received 2020/21	£ 219,235
Item / Project	Cost
Teaching Staff Salary Costs % of Salaries for the following staff: <ul style="list-style-type: none"> - Deputy Headteacher (September to December) - Deputy Headteacher - Assistant Headteacher - Interventions Teacher 	£97,246
Support Staff Salary Costs <ul style="list-style-type: none"> - Pastoral Care Leader - HLTA's 	£78,680
Staff Training & Development <ul style="list-style-type: none"> - Training and workshops - Supply cover for in-school CPD development (connecting classrooms) 	£4,200
Curriculum Enrichment <ul style="list-style-type: none"> - Beanstalk reading volunteers - Reading Resources - In-school reading support - Author in school - DSR 	£14,300
Online Learning Resources - Whole School Initiatives <ul style="list-style-type: none"> - Handwriting subscriptions - ICT equipment for in-school and home learning - My Maths 	£8,300

Mental Health and Wellbeing Support - CAMHS - EP SLA - TOPS	£13,518
- Extra curricular provision including breakfast club, after school club, - Residential trip	£3,000
Total	£219,244

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
TutorMate	Innovations for Learning
Hegarty Maths	Hegarty Maths
Times Table Rockstars	Maths Circle
Doodle Maths	Ez Education