



Ann Edwards C of E Primary School Pupil Premium Strategy Statement 2021-22

1. Summary information					
School	Ann Edwards C of E Primary School				
Academic Year	2021-22	Total PP budget	£71,545*	Date of most recent PP Review	Dec 2019
				Date of next PP Review	Autumn 2022
Total number of pupils	246	Number of pupils eligible for PP – 67 27% of whole-school population (National primary school average - 21%)	Breakdown**: CIC 11 - 4% FSM 23 - 9% FSM Ever6 6 FSM total - 12% Service 33 - 13% PP & SEN 13 (as of 23.4.21)	Date for next internal review of this strategy by SLT and Governors	March 2022

A key for abbreviations is provided in Appendix 3, including for staff initials

* To be confirmed in August 2021

** Some PP pupils are in multiple groups ie CIC and FSM or Service and FSM

2. Baseline information (April 2021)			
2.1 Attendance			
Whole School	97.0	Pupil Premium	95.7
FSM	92.5	Service	98.0
2.2 Attainment	see appendix 1	2.3 Progress	see appendix 2
2.4 Participation in extra-curricular activities			
PP as % of whole school	27.2 %	PP as % of club attendees	9.75 %
2.5 Home Learning and Lockdown School attendance (Jan-March 2021)			
PP as % of all children whose engagement with home learning was identified as a cause for concern	48%	PP as % of all children regularly attending Lockdown School	34%
Home Learning concern	EYFS 2 / 5	KS1 5 / 10	LKS2 3/7
Lockdown school	EYFS 2 / 8	KS1 12 / 27	LKS2 7/26
		UKS2 3/5	overall 13 / 27 – 48%
		UKS2 4/13	overall 25 / 74 – 34%
2.6 Teacher views on barriers impacting on attainment, progress and engagement of disadvantaged pupils			
<p>A consultation of teaching staff in spring 2021 identified the following factors as forming the main barriers, in their experience of working at the school, that most impacted on the attainment and engagement of disadvantaged pupils:</p> <ol style="list-style-type: none"> 1. Pupil attendance 2. Parental mental health 3. Children’s resilience 4. Attachment difficulties in children in / previously in care 5. Parental substance misuse 6. Limited life experiences 7. Digital divide <p>The impact of mobility, including in-year transfers, amongst children of parents serving in the armed forces, and deployment of service parents, were also identified as factors.</p>			

3. Barriers to future attainment (for pupils eligible for PP, including the most able)	
In-school barriers <i>(issues to be addressed in school, such as challenges with oral language skills)</i>	
A.	Individual and specific gaps in learning and language for identified pupils eligible for the PP grant which prevent them from achieving ARE/+.
B.	Resilience has been identified as an area for development for a significant minority of our disadvantaged children, both in terms of learning resilience and resilience within social situations such as collaborative activities, play and lunchtimes.
C.	There are 13 disadvantaged pupils who are identified as being both eligible for the PP grant and who are on the school's SEND register, leading to multiple barriers to learning, progress and attainment. In addition, there are a number of pupils who have joined the school from varying educational backgrounds and who have significant gaps in their learning.
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
D.	Historically poor attendance for disadvantaged pupils, although improving through a targeted whole school approach, is below that of non-PP pupils in the school (FSM pupils Sept-May 19-20: 81.90 Vs whole-school 95.44 improving to 92.51 FSM Sept-May 20-21 Vs 97.08 whole school; PP overall now being tracked – 95.7 Vs whole-school 97.08 for Sept-May 20-21). In addition, 48% of pupils identified as not sufficiently engaging with home learning were PP pupils.
E.	We have identified that a number pupils have had limited access to additional opportunities, particularly from March to September 2020 and January to May 2021, which are needed to provide good cultural capital, language-acquisition, personal development, rounded education and the characteristics which lead to successful employment in the future. Although extra-curricular provision has returned in school from April 2021, disadvantaged pupils make up only 9.75% of those attending at least one club, despite making up 27% of the whole-school population.

4. Desired Outcomes		
	Desired outcomes and how they will be measured	Success criteria
A.	<p>Increased progress and attainment for pupils across the school through continual improvement of quality first teaching for all pupils.</p> <p>Recovery of the percentage of pupils eligible for the PP grant achieving ARE/+ at the end of the academic year/by the end of the Key Stage in order to close the gap between disadvantaged pupils and their peers in learning and language.</p>	<ul style="list-style-type: none"> • Improvement against Dec 20 baseline (Appendix 1) through increasing rate of progress (appendix 2) by July 21 (end of academic year). • Attainment targets for Dec 21 and April 22 (derived from end-of-year analysis in July 21) achieved (to be added to September 21 update to this document). • Greater use of Tier 2 and 3 vocabulary in PP pupils' expressive language.
B.	Resilience for disadvantaged pupils will improve, as shown through increased academic progress, improving behaviour assessments and achievement of My Plan SEMH targets.	<ul style="list-style-type: none"> • Gap between PP/all pupils further reduced in all year groups. • Behaviour logs, QCA behaviour assessments, Boxhill Profiles and My Plan target reviews show improvement
C.	Accelerated rates of progress for pupils new to the school and categorised as both eligible for PP and with SEND, to close the gap between disadvantaged and non-disadvantaged pupils.	<ul style="list-style-type: none"> • Recovered % of service pupils achieve ARE/ARE+ at the end of each year as above. • Maintained or increased % of PP pupils passing Phonics check in Year 1 from 2019 figure and assessed as ARE/+ at end of each year group in R, W, M. • Gap between PP/all pupils further reduced in all year groups.
D.	Greater additional opportunities enjoyed by PP pupils as shown through engagement with extra-curricular provision and educational visits.	<ul style="list-style-type: none"> • PP children constitute at least 27% of children attending at least one club by March 2022. • Rate of participation in educational visits at least maintained.
E.	Improved attendance rates for FSM pupils which are in line with attendance rates for all pupils (with target of 94% initially)	<ul style="list-style-type: none"> • Attendance figures for FSM pupils to continue to improve • Persistent absenteeism for FSM pupils will reduce.

5. Planned expenditure					
Academic year		2021-22			
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.					
i. Quality of teaching for all					
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?
Ai. Increased progress and attainment for pupils across the school through continual improvement of quality first teaching for all pupils.	<p>Embed and develop high-quality teaching strategies including feedback, questioning, vocabulary, deeper mathematical thinking and an improved sequence for the teaching of writing.</p> <ul style="list-style-type: none"> - Ongoing CPD and networking for Maths and English Leaders leading to dissemination, teacher CPD and adjustments to provision - All teachers to complete National College 'Harnessing the Power of Effective Questioning in the Classroom to Improve Pupil Outcomes' training and to plan quality questions during PPA - Core subject leaders to develop CPD on effective feedback, train staff and monitor impact 	<p>EEF toolkit demonstrates that all forms of feedback have very high effects on learning (high impact for very low cost - +8 months).</p> <p>EEF 2019 Guide to the Pupil Premium Strategy suggests: "Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium." Prioritising Social and Emotional Learning, the EEF, Sept 2019:</p> <p>"Open-ended questions [can] enable children to link fictional texts to their own experiences, learn new vocabulary, and practise applying social and emotional skills."</p>	<p>Commitment to in-school CPD for all teachers and TAs including lesson study approach for teachers in questioning and feedback.</p> <p>Impact monitored through termly pupil progress meetings, lesson monitoring, book looks and assessment points.</p> <p>Pupil interviews/voice as part of ongoing self-evaluation of English and mathematics provision.</p>	IM	<p>Ongoing as part of School Development Planning cycle.</p> <p>Feedback from staff CPD sessions, including lesson study evaluations.</p>

<p>Aii. Increased progress and attainment for pupils across the school through continual improvement of quality first teaching language for all pupils.</p>	<p>Engagement in the Voice 21 Oracy Project.</p> <p>Focus on the specific teaching of Tier 2 and 3 vocabulary.</p> <p>School enrolled on 'Going for Gold' 3-year Philosophy 4 Children programme - Level 1 P4C training for all teachers plus in-class training/monitoring with provider (SAPERE)</p>	<p>The EEF evaluation states that: "Overall, studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year."</p> <p>Vocabulary reference: Alex Quigley, 'Closing the Vocabulary Gap' *</p> <p>The EEF states that "There is evidence that P4C had a positive impact on Key Stage 2 attainment. Overall, pupils using the approach made approximately two additional months' progress in reading and maths. Results suggest that P4C had the biggest positive impact on Key Stage 2 results among disadvantaged pupils (those eligible for free school meals). Teachers and pupils generally reported that P4C had a positive influence on the wider outcomes such as pupils' confidence to speak, listening skills, and self-esteem.</p>	<p>Compliance with provider frameworks and engagement in external quality assurance (Voice 21, SAPERE).</p> <p>Oracy Lead monitors provision and impact.</p> <p>Lesson monitoring and feedback</p>	<p>IM</p>	<p>Ongoing as part of School Development Planning cycle.</p> <p>Feedback from staff CPD sessions</p> <p>TA observations of vocabulary use</p> <p>Governor Ethos Committee monitoring of P4C</p>
<p>* Vocabulary reference: Alex Quigley, 'Closing the Vocabulary Gap': https://pdfs.semanticscholar.org/0bfa/390dc5a4be2d44b2f86a06de1ccac9a0d985.pdf</p>					

<p>Aiii. Increased progress and attainment for pupils across the school through continual improvement of quality first teaching for all pupils.</p>	<p>Active participation in the South Cotswold Schools Partnership: Schools Partnership Project peer review programme.</p> <p>Continued involvement in SCSP moderation activities</p> <p>Establishment of a new local maths network.</p>	<p>Through a system of a knowledge sharing community, the school is able to collaborate with other schools who are focused on school improvement through a partnership approach and upwards convergence. The school seeks to continually improve practice in order to raise outcomes for pupils.</p> <p>‘Supporting the attainment of disadvantaged pupils: Research into how schools are raising the attainment of disadvantaged pupils’, November 2015, suggests that “successful schools spread good practice through working with neighbouring schools and well as continuing to learn from and contribute to national networks.”</p>	<p>The school will work with other schools in the SCSP SPP local network to discuss PP provision, identifying and sharing areas of good practice and collaboratively working to improve provision.</p> <p>This will be reported to Headteachers of network schools at termly SPP meetings and incorporated into self-evaluation and forward planning.</p> <p>Release of staff to support this will be facilitated and funded.</p>	<p>GL</p> <p>AC (EYFS) JM (writing)</p> <p>JV (maths)</p>	<p>At the end of 2021-2 but reviewed termly at SCSP SPP.</p>
<p>Aiv. Increased progress and attainment for pupils across the school through continual improvement of quality first teaching for all pupils.</p>	<p>Employment of additional class-based Teaching Assistants compared to September 2020 baseline, utilising pre-teach and catch-up intervention ‘labels’ linked to class work.</p>	<p>The EEF guidance ‘Making the best use of teaching assistants’ recognises the impact of well-trained and effectively-deployed TAs, noting the power of ‘Integrating learning from work led by teachers and TAs.’</p>	<p>Phase leader self-review and feedback into leadership teams.</p> <p>Pupil Progress meetings and TA appraisal process.</p>	<p>GL JM JV</p>	<p>Half-termly phase self-reviews</p>
<p>Total budget cost</p>					<p>£49,181</p>

ii. 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?
B. Greater resilience for disadvantaged pupils through improved nurture provision and focus on social, emotional and mental wellbeing	Increase nurture provision with ELSA (Family Liaison Officer) from 2 afternoons to 2.5 days	<p>Prioritise social and emotional learning to avoid “missed opportunity” to improve children’s outcomes - new EEF guidance, Sept 2019: ‘Effective social and emotional learning (SEL) can increase positive pupil behaviour, mental health and well-being, and academic performance... It stresses this is especially important for children from disadvantaged backgrounds and other vulnerable groups, who, on average, have weaker SEL skills at all ages than their better-off classmates.’</p> <p>The impact of spirituality on mental health: a review of the literature (Mental Health Foundation), 2006: Spirituality can affect a person’s coping styles or their locus of control perceptions....Qualitative research also demonstrates that yoga and meditation are also associated with improvements in mental health and reductions in anxiety.’</p>	Nurture referral process to be used consistently, managed by the SENDCo and ELSA/FLO.	JJ	<p>3 x per year – IM, FS and JJ review meetings</p> <p>Feedback from staff CPD sessions – Oct 21</p> <p>PSHE lead monitoring Feb 22</p> <p>3 x per year: Ethos Committee</p> <p>Diocese pre-SIAMS evaluation, Nov 21</p>
	Continued FLO support for new/departing Service pupils and during parental deployment		QCA behaviour assessments will be used to monitor progress for all children receiving nurture support and the Boxhill Profile for the children with the greatest need.	JJ	
	Creation of ‘Safe Space’ sensory/nurture room Implementation of consistent structure for Circle Time sessions (CPD from JW Training)		DHT, SENDCo, PSHE Lead, Y2 teacher, class TA and 1:1 TA to engage in ‘Goldfish Bowl’ CPD then all teachers Circle Time CPD x 1 hr	IM	
	Development of Spirituality across the school, including use of the ‘Ow, Wow and Now’ approach, prayer, meditation and yoga		This will be monitored by the Governors’ Ethos Committee and the school will engage with an external pre-SIAMS review with the Diocese of Gloucester Education Department	IM GL	

<p>C. Accelerated rates of progress for pupils new to the school and categorised as both eligible for PP and with SEND, to close the gap between disadvantaged and non-disadvantaged pupils.</p>	<p>Early assessments undertaken for children arriving at the school</p> <p>Enhanced focus on children eligible for PP and with SEND: priority within pupil progress meetings, SENDCo monitoring</p> <p>Detailed and updated PP list for all staff circulated. Data analysis.</p>	<p>Staff at the school are aware of the effects of changes in school for children and also inconsistencies in SEND and nurture provision between settings, leading to wasted learning time when children arrive at the school.</p> <p>Teachers at the school are aware of the impact of the additional barrier of a special education needs or disability on a disadvantaged child.</p> <p>‘Supporting the attainment of disadvantaged pupils: Research into how schools are raising the attainment of disadvantaged pupils’, November 2015 suggests that schools should have an “individualised approach to addressing barriers to learning and emotional support, at an early stage.”</p>	<p>Phase Leaders will ensure that arrival assessments are completed and acted upon.</p> <p>The SENDCo will monitor this group closely through the graduated pathway review cycle, pupil progress meetings and speaking to teachers about adaptations to provision and impact.</p>	<p>JJ – Service IM – CIC</p> <p>FS</p>	<p>Pupil Progress Meetings – Dec, April, July</p> <p>3 x annually</p>
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<p>Di. Increased opportunities for all children to attend a wider range of clubs to broaden extracurricular experiences.</p>	<p>Tracking and review of the allocation of clubs and external clubs engaged to provide further opportunities with funding for PP pupils as required. Reserved spaces for PP pupils with specific invitations issued. Run specific Multi-Sports Club at the Army Camp. Funded wraparound care provision for children open to early help/ social care.</p>	<p>Many children at school have limited opportunities to experience extracurricular activities, including sporting activities, to broaden life experiences and develop personal interests. Covid-19 has exacerbated this problem.</p> <p>In April 21, only 9.75 % of club attendees were eligible for PP, despite PP children making up 27% of the school population.</p>	<p>Attendance at clubs will be monitored by school administrators and Headteacher to ensure that all those wishing to attend have an opportunity to do so. Parental/carer consultation will inform further development. Children who have not attended clubs will be targeted, with additional places reserved exclusively for PP pupils.</p>	<p>EL</p>	<p>Termly at end of each club cycle</p>
<p>Dii. Wider life experiences and opportunities for PP pupils</p>	<p>Funding/supporting of educational visits and additional enrichment activities – trips, music, wider experiences, including Y4 and Y6 residential trips and Y5/6 Water sports club and Young Voices project.</p>	<p>The school recognises that disadvantaged pupils may have narrower life experiences than other children and will have had these further reduced as a result of Covid-19 restrictions. Although this has been seen to have less impact than other strategies, all children should be offered, and be able to enjoy, cultural opportunities which will broaden their life experiences and increase cultural capital. Funding for these experiences must not be a barrier for our PP pupils.</p>	<p>Discussions at SLT meetings and Pupil Progress meetings to ensure that all staff understand that the gap is more than academic.</p> <p>SLT will oversee the support offered to parents of PP pupils and will analyse impact.</p>	<p>KP</p>	<p>Impact reviewed termly.</p>
<p>Total budget cost</p>					<p>£20,234</p>

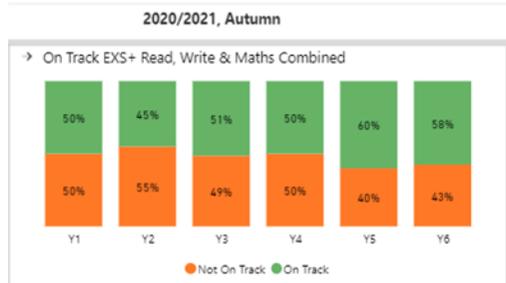
iii. Other Approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
E. Improved attendance rates for FSM pupils which are in line with attendance rates for all pupils (with target of 94% initially)	<p>Weekly attendance meetings: IM and SP</p> <p>Termly attendance review: IM, SP, JJ leading to action planning and monitoring</p> <p>JJ Family Liaison Officer support for families including work with Early Help Coordinator on Parenting Contracts as required</p>	<p>Parental engagement and the right early help at the right time is crucial for all children. A school-based Family Liaison Officer supports this. KCSIE 2019 suggests:</p> <p>“8. All staff should be prepared to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child’s life, from the foundation years through to the teenage years.’</p> <p>Attendance for FSM pupils is below currently that for the whole school.</p>	<p>Analysis of attendance data</p> <p>Monitoring of CPOMS incident updates</p>	<p>SP</p> <p>IM</p>	<p>Trends will be analysed weekly</p> <p>Detailed action plan 3 x per year</p>
Increased recognition of all PP pupils across the school with greater understanding of barriers to learning in order to establish accountability.	<p>CPD for all staff.</p> <p>Detailed and updated PP list for all staff circulated. Data analysis.</p> <p>From Autumn 2021, all staff will have one appraisal objective focused on raising the attainment of disadvantaged pupils.</p>	<p>‘Supporting the attainment of disadvantaged pupils: Research into how schools are raising the attainment of disadvantaged pupils’, November 2015 suggests that “schools should have an “individualised approach to addressing barriers to learning and emotional support, at an early stage”, which can be achieved more successfully by a greater whole school awareness and understanding.”</p> <p>The school aims to promote a “Whole-school ethos of attainment</p>	<p>Termly analysis of all assessment information, including PP pupils in Reading, Writing and Mathematics to analyse progress and to plan for interventions to meet the needs of the pupils.</p> <p>Pupil Progress during Phase meetings/PPA half termly to discuss progress, with PP pupils clearly identified on action plans for each year group.</p>	<p>IM</p>	<p>2 x annual appraisal meetings</p> <p>3 x annual pupil progress meetings</p> <p>Half-termly phase meetings/PPA focus</p>

		for all" (Supporting the attainment ... Nov 15)			
Total budget cost					£2,130

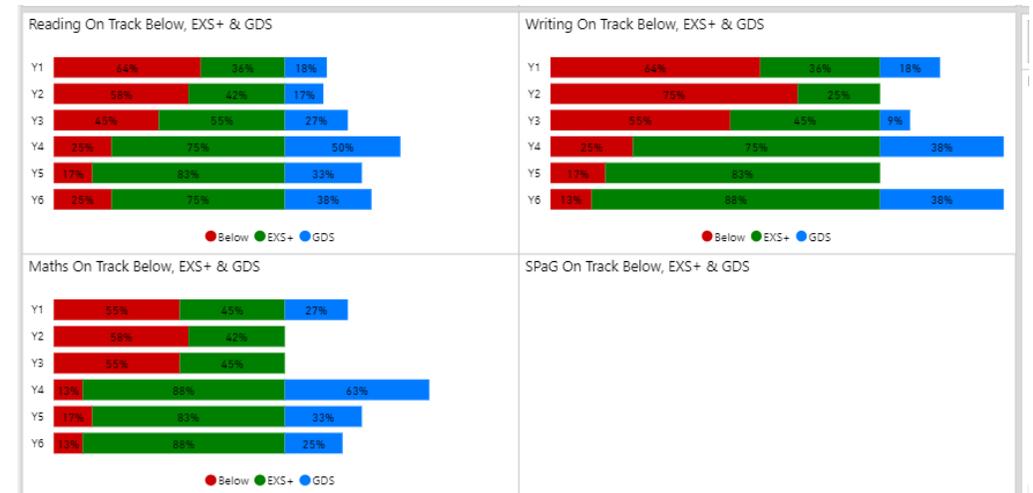
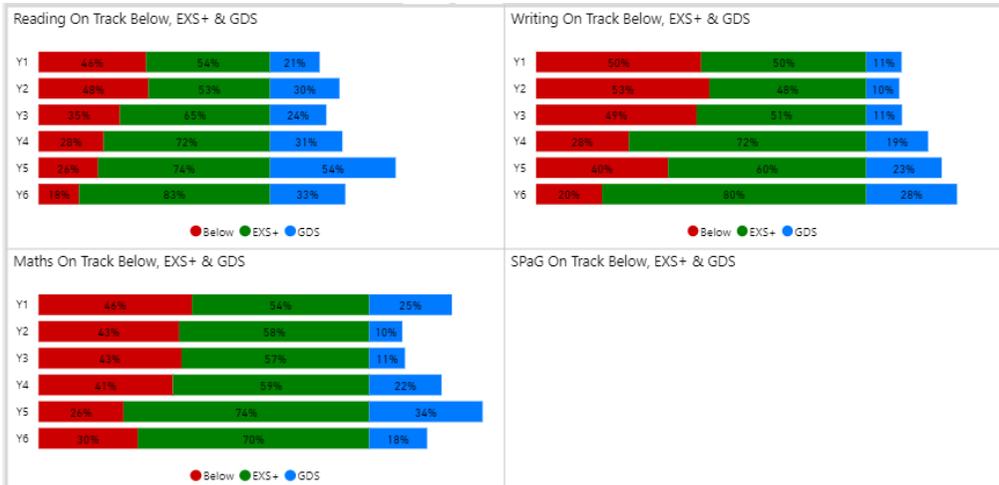
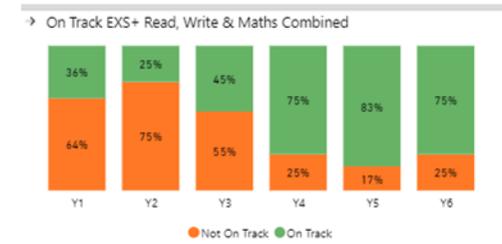
6. Review of expenditure	
Previous Academic Year	2020-21
Pupil Premium Grant	£94,758 <i>Supplemented by MoD grant of £11,259</i>
<p>Planned provision was affected by the coronavirus pandemic, including a period of home learning and limited school attendance (for vulnerable and key worker children) from March – May 2020, a partial reopening for YR1, Y1 and Y6 alongside continued home learning and key worker/vulnerable pupil attendance in June-July 2020 then a further period of home learning and limited school attendance for vulnerable pupils and children of critical workers from Jan-March 2021.</p> <p>The focus in the Autumn term 2021 was to reintegrate pupils back into school and identify and address gaps following disrupted learning. The school worked against three over-arching priorities:</p> <ol style="list-style-type: none"> 1. Ensure high-quality day-to-day teaching that addresses identified gaps in pupils’ learning due to the lack of continuity in schooling resulting from the Covid-19 pandemic. 2. Extend pupils’ use and understanding of vocabulary through specific cross-curricular learning opportunities. 3. Build pupils’ confidence, character and resilience through an ethos that prioritises mental health and wellbeing and through arts and cultural education that is embedded creatively across the whole school curriculum and used to address school improvement priorities. <p>Attainment and Progress displayed in Appendix 1 and 2, respectively</p>	
PP expenditure breakdown	<ul style="list-style-type: none"> • £81,839 was utilised for additional staffing, specifically 3.37 full-time equivalent teaching assistants to improve quality first teaching and specific interventions; 0.38 FTE family liaison officer / nurture support • £500 on in-school resources <ul style="list-style-type: none"> - Books including phonics and revision papers - Play /sensory equipment - Rope for service bus • £2,021 on brought in professional services linked to curriculum: art therapy, music therapy, care farm; music tuition and horse riding lessons • £250 on pupil premium / free school meal incentive sign-up • £442 on educational activities such as residential contributions / Chilzone (wraparound care) payments • £352 on Cotswold counselling

APPENDIX 1: Attainment

Whole-School



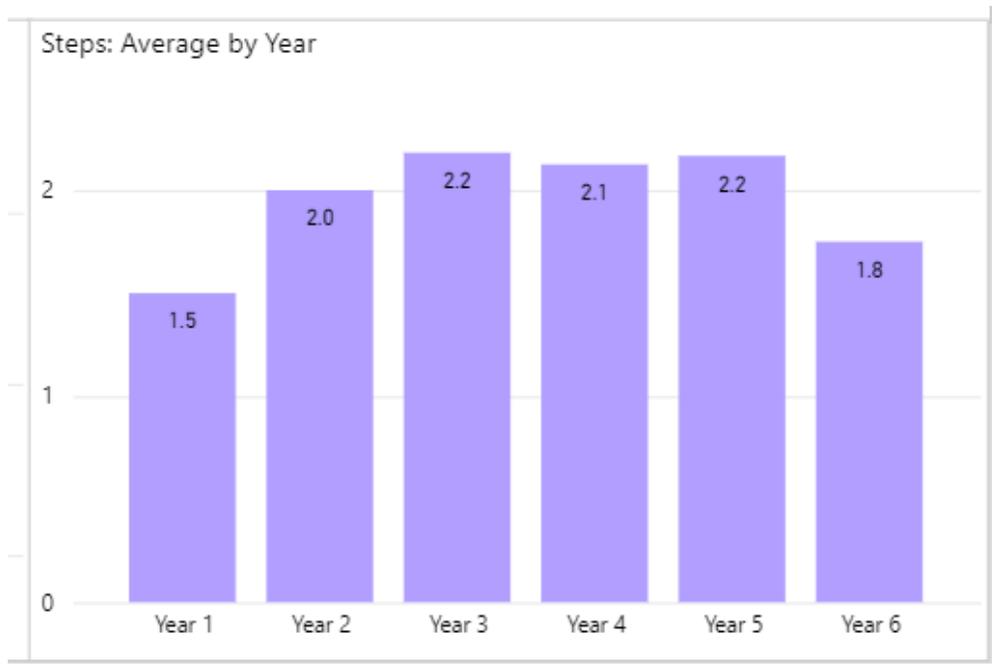
Pupil Premium:



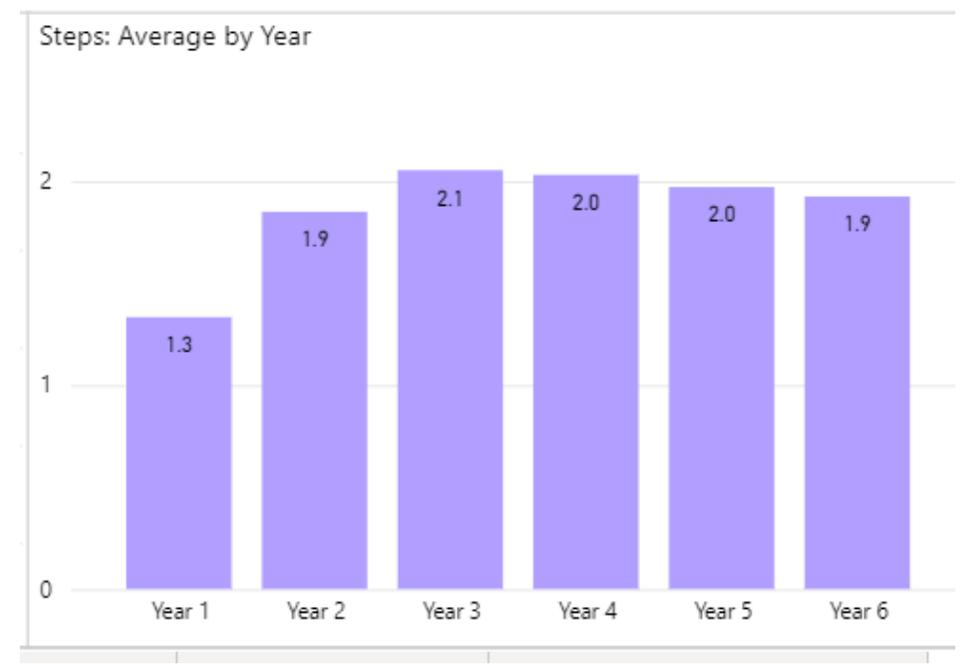
Appendix 2: Progress

READING

All pupils



Pupil Premium

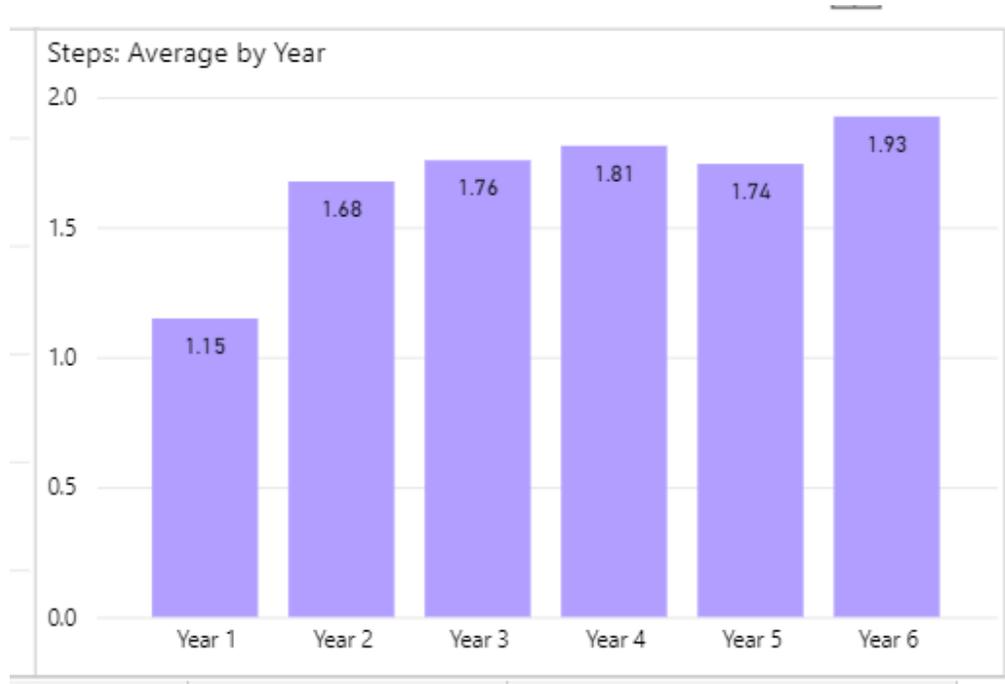


Expected progress –

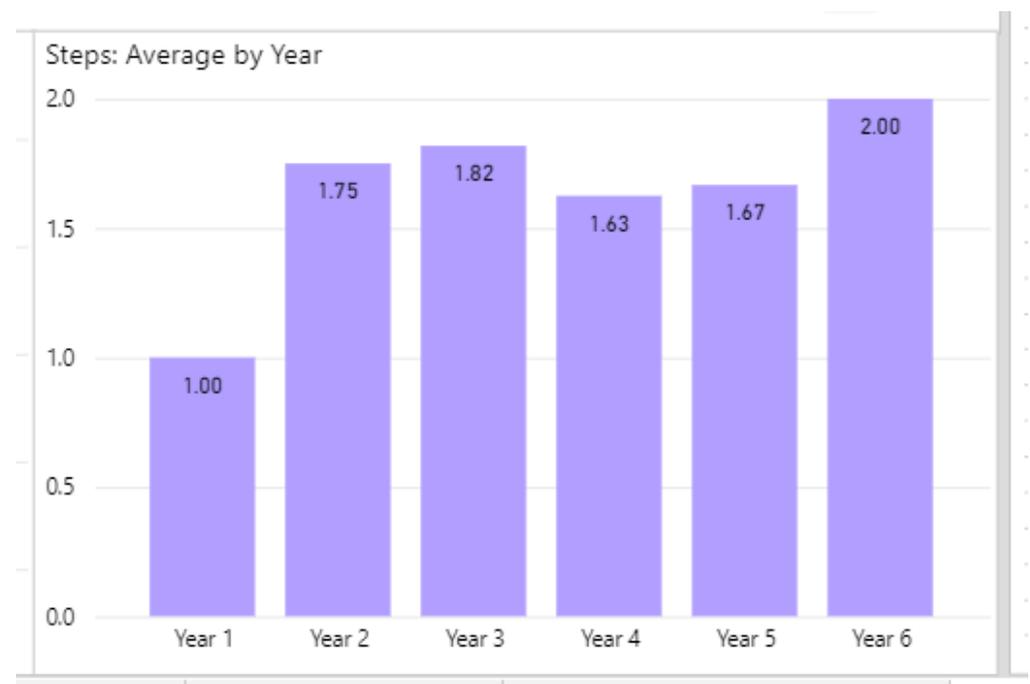
4 steps of progress across the year for Y2 to Y6 and 3 steps for YR and Y1.

WRITING

All pupils

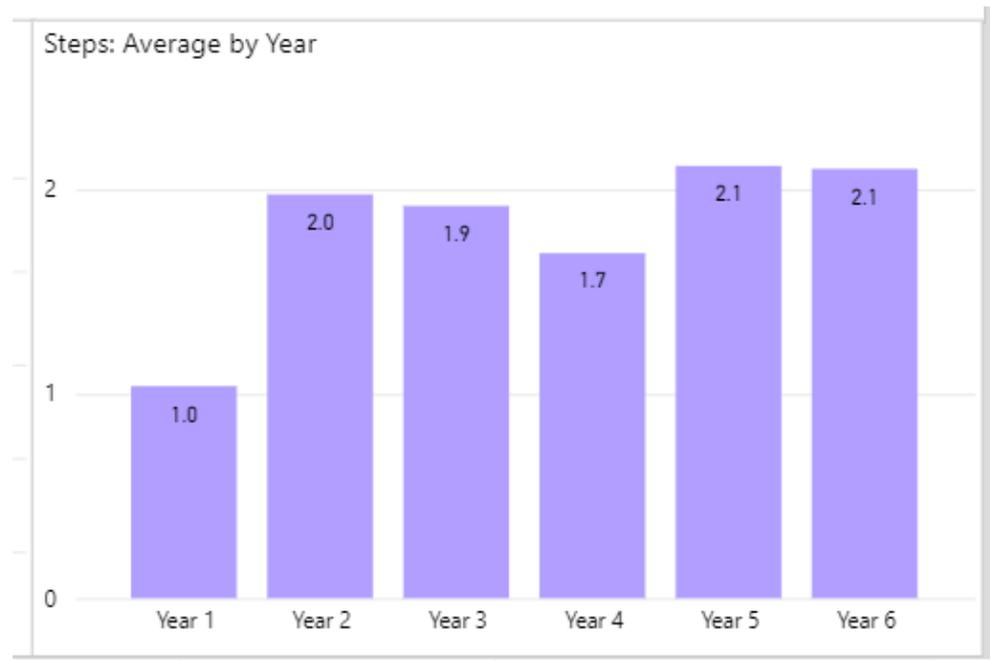


Pupil Premium

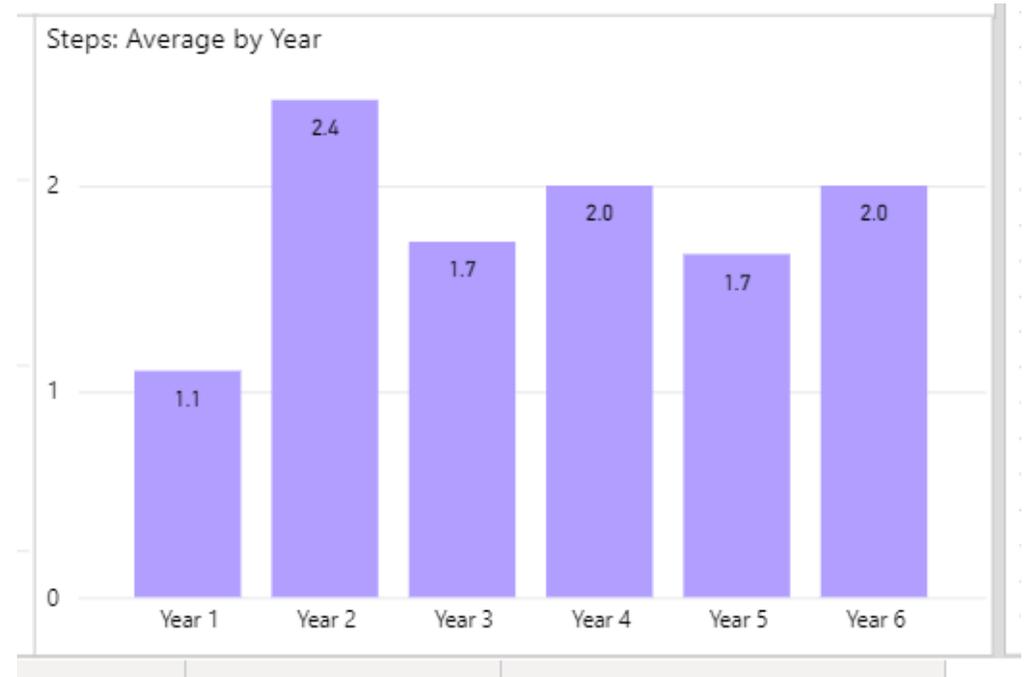


MATHS

Whole School:



Pupil Premium:



Appendix 3: abbreviations

CIC	-	Children in Care
FSM	-	Free School Meals
PP	-	Pupil Premium
SEND	-	Special Educational Needs and Disabilities
PSHE	-	Personal, Social and Health Education
IM	-	Ian Moore, Headteacher: Lead Professional for Pupil Premium and Designated Teacher for Children in Care
GL	-	Gemma Lund, Deputy Headteacher, EYFS/KS1 and RE Lead
FS	-	Faye Sheldon, Special Educational Needs and Disabilities Coordinator (SENDCo)
KP	-	Kevin Parker, School Business Manager
JM	-	Joe Mobey, LKS2 and English Lead
JV	-	Joe Vaughan, UKS2 and Maths Lead
JJ	-	Jo Jones, Family Liaison Officer (FLO) and Emotional Literacy Support Assistant (ELSA)
AC	-	Amy Connolly, Oracy Lead and YR/Y1 Teacher
EL	-	Ele Lloyd, School Administrator
SP	-	Sarah Pritchett, School Administrator (attendance)