

1. Summary information					
School	Etwall Primary School				
Financial Year	2021-22	Total PP budget	£52,110	Date of most recent PP Review	Apr 2021
Total number of pupils	290	Number of pupils eligible for PP	38	Date for next internal review of this strategy	Sep 2021
2. 2019-20 attainment (whole school)					
			Pupils eligible for PP		Pupils not eligible for PP (national average)
% achieving in reading, writing and maths			KS1 n/a	KS2 n/a	KS1 n/a (n/a)    KS2 n/a (n/a)
% making expected progress in reading			KS1 n/a	KS2 n/a	KS1 n/a (n/a)    KS2 n/a (n/a)
% making expected progress in writing			KS1 n/a	KS2 n/a	KS1 n/a (n/a)    KS2 n/a (n/a)
% making expected progress in maths			KS1 n/a	KS2 n/a	KS1 n/a (n/a)    KS2 n/a (n/a)
3. Barriers to future attainment (for pupils eligible for PP, including high ability)					
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>					
A.	The attainment of PP children returning from lockdown has significantly reduced in all core subjects (Source: in school data/staff discussion).				
B.	Pupils who are eligible for PP are not making accelerated progress across Key Stage 1. This prevents sustained high achievement in Key Stage 2 (Source: in school data/staff discussions).				
C.	Pupils who are eligible for PP are not diminishing the difference between themselves and their peers in specific cohorts and subjects e.g. Reading in Years 1, 3 and 4 and Maths in all but Reception and Year 4 (Source: in school data/staff discussions).				
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>					
D.	The socio-economic profile of a number of the children precludes them from participating in whole school opportunities and extra-curricular activities.				
E.	The gap between peers in terms of social/emotional damage as a result of Covid-19 has been identified and needs addressing.				
4. Desired outcomes					
	Desired outcomes and how they will be measured			Success criteria	
A.	To reverse the decline in progress amongst PP children for core subjects.			The gaps amongst LA children are identified quickly and interventions are tailored to specific needs in order to make accelerated progress.  (Specific data and targets relating to NFER standardised scores will be added on completion of Summer 2021 tests).	
B.	To improve the percentage of children eligible for PP who exceed national expectations.			Children who have the potential to exceed national expectations are identified early and tracked as to their progress, allowing them to make accelerated progress where possible.  At the last point of national data (Summer 2019) our reading was 0% against a national average of 32% in KS1 and 0% against 31% in KS2, writing 0% against 17% and 0% against 24% and maths 0% against 24%	

		and 20% against 32%. For Summer 2022, we are targeting 20% at Greater Depth in KS2 for Reading, Writing and Maths.
<b>C.</b>	To provide structured support such as high impact boosters for Year 1, 3 and 4 in Reading and single aged Maths groups to facilitate accelerated progress.	Baseline data from Spring 2021 NFER shows an 11% gap in NFER standardised score for reading between PP and non-PP children in Year 1 and 19% for Year 3 and 4. Similarly for Maths, the gaps are 15% in Year 1, 10% in Year 2 and 14% in Years 3 and 5. Our target is to reduce this gap by 5% across all the aforementioned subjects and year groups.
<b>D.</b>	To provide financial support for children eligible for PP as and when required for school activities.	Children eligible for PP are not excluded from school activities on the grounds of cost.
<b>E.</b>	To provide emotional support for children eligible for PP as and when required.	Children eligible for PP are displaying positive attitudes to learning and to school life in general.

5. Planned expenditure					
Financial 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?
A. To reverse the decline in progress amongst PP children for core subjects.  B. To improve the percentage of children eligible for PP who exceed national expectations.	Usage of HLTAs across all key stages to facilitate the provision of single age group classes for Maths.	The approach taken in Maths through the Mastery method relies heavily on the metacognitive approach to learning advocated by The Sutton Trust in their EEF Toolkit. The planning, monitoring and evaluating of a pupils own learning can add 8 months of progress to learners. Funding: TA Basic Pay (11190) - £10,260	Regular monitoring of assessment tracking to ensure progress and attainment is improving in Maths across all year groups. Lesson observations and book trawls as part of a regular monitoring programme.	Headteacher, Deputy Headteacher and Maths Lead	Sep '21
	MITA training for TAs to ensure that the impact they have with PP children provides a sustained and measurable difference to attainment and progress.	The use of highly trained support staff will ensure that the findings in the Ofsted document 'The Pupil Premium – How Schools are Spending the Funding' are followed. This also provides an opportunity to focus on high quality teaching rather than 'bolt on' strategies, as discussed in an NFER research report. Funding: Professional Fees - £1,995.00	Certification on completion of training.	Headteacher	Sep '21
Total budgeted cost					£12,255

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?
<p>A. To reverse the decline in progress amongst PP children for core subjects.</p> <p>B. To improve the percentage of children eligible for PP who exceed national expectations.</p> <p>C. To provide structured support such as high impact boosters for Year 1, 3 and 4 in Reading and single aged Maths groups to facilitate accelerated progress.</p>	<p>Targeted use of TAs through to provide booster groups for reading.</p> <p>Shift in approach to ensure that TAs are present in an afternoon, to enable booster groups in areas such as phonics without impacting on core subjects taught in the morning.</p>	<p>A raft of research points out that for interventions to be successful, they must be delivered by high quality teachers and the deployment of a school's best staff. The learning points must be extremely focussed and should also be underpinning by the EEF metacognition and independent learning strategies in order to succeed. Without regular checking of achievement data and adjustments made if required, the intervention programme will not prove to be as effective as it might otherwise be.</p> <p>Funding: TA Basic Pay (11190) - £5,700.00 TA Basic Pay (11190) - £17,670</p>	<p>Regular monitoring of both teaching and outcomes will be done. Attainment and progress data will be reviewed regularly and the progress of children will form an integral part of any performance management or pupil progress meeting.</p>	<p>Headteacher and Deputy Headteacher</p>	<p>Sep '21</p>
<p>E. To provide emotional support for children eligible for PP as and when required.</p>	<p>Continue to provide pupil premium children with social and emotional support opportunities including speech and language therapy, ELSA, outdoor nurture and positive play in order to give them the best chance to succeed socially, emotionally and academically.</p>	<p>A wide range of research points to the fact that developing emotional resilience and social skills is a key factor in the progress made by disadvantaged children, - including those eligible for pupil premium funding and in raising their levels of attainment.</p> <p>The Sutton Trust's EEF Toolkit points to the fact that outdoor learning can increase academic progress by up to 4 months over the course of a year through collaborative learning experiences engaging emotional challenges. Similarly oral language interventions (5 months), social and emotional learning (4 months) and behaviour interventions (3 months) can also have a positive effect on the progress of children.</p> <p>Funding: TA Basic Pay (11190) - £2,708.00 Professional Fees - £2,000.00</p>	<p>Close liaison between the Headteacher, Deputy Headteacher and the school SENCo will allow monitoring of the effectiveness of strategies and the impact they are having on individual children.</p>	<p>Headteacher, Deputy Headteacher and SENCo</p>	<p>Sep '21</p>
Total budgeted cost					£28,078

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?
D. To provide financial support for children eligible for PP as and when required for school activities.	Discuss with parents what extra-curricular activities children would like to participate in and discuss options for additional elements of Pupil Premium expenditure.	<p>The EEF Toolkit suggests that participation in activities such as dance, drama, music and residential visits has a moderate impact on English, Maths and Science attainment. It also states that there are benefits in areas such as spatial awareness, attitudes to learning and wellbeing.</p> <p><b>Funding:</b>            Drinking Milk @ £1.25 per wk (111020) - £2,250.00            Clothing and Uniform @ £25 (142000) - £1,080.00            Trips, Extra-Curricular and Wrap Around (153050) - £9,450.00            Reading Books @ £25 (144180) - £900.00</p>	Regular feedback from parents will be sought to discuss not only opportunities that exist within school, but also the impact that they have had once undertaken.	Headteacher, and PE Lead	Sep '21
<b>Total budgeted cost</b>					<b>£13,680</b>