

Pupil premium strategy statement (primary)

1. Summary information					
School	Upshire Primary Foundation School				
Academic Year	2021/22	Carry forward 2020/21	£18,241.45	Date of most recent PP Review	Autumn 2022
Total number of pupils	226	PPG for 2021/22	£64,467.00	Date for next internal review of this strategy	Autumn 2023
Number of pupils eligible for PPG	65	Total PPG received	£82,708.45		

2. Current attainment			
	<i>Pupils eligible for PPG</i>	<i>Other pupils</i>	<i>Nationally</i>
Early Years Foundation Stage– Good Level of Development			
Year 1 – Phonics	86.7%	69.2%	75%
KS1 Outcomes:			
Reading	50%	50%	67%
Writing	66.7%	50%	58%
Maths	66.7%	59%	68%
KS2 Outcomes:			
Reading - test	55.6%	56.2%	75%
Writing – teacher assessment	66.7%	68.8%	69%
Maths - test	44.4%	62.5%	71%

3. Challenges to future attainment (for pupils eligible for PP, including high ability)	
In-school challenges (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Enforced school shutdown due to COVID - Children have inevitably lost learning time due to lockdown, and may not have had access to remote learning opportunities
B.	Speech and language
C.	Behaviour – SEMH

External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Low attendance, persistent absence and poor punctuality
E.	Parental attitudes to learning

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	
A.	Children to continue to make progress post lockdown	Extra support for children following gap analysis post lockdown
B.	Growth in confidence, independence, resilience, attitude to leaning and academic progress	Children taught metacognition skills including growth mindset, zones of regulation.
C.	Developing processes and procedures to further identify and support vulnerable families	Refine current practices and develop a whole-school approach to indentifying mental health and well-being needs for all children, families, staff at Upshire Primary School – Mental Health Senior Leader Training,
D.	Improved attendance for persistently absent pupils	Before and after school clubs to support attendance
E.	Improved parental engagement. Greater working partnership with school.	Remote learning survey Develop current communication systems within the school and community
F.	Stronger emotional resilience and raised self-esteem and wellbeing for all disadvantaged pupils	Stronger emotional resilience and raised self-esteem and wellbeing for all disadvantaged pupils -Emotional wellbeing, social skills, behaviour and mental health of pupils is supported -Targeted pupils experience raised selfesteem -Enhanced readiness to learn, which impacts on progress and attainment - Families are supported to build positive parenting skills and to work with school to raise aspiration for their children -Staff expertise in supporting through intervention is enhanced, leading to raised progress and attainment -Trauma Perceptive Practice training - Introduction of Mental Health and well-being programmes for children, families and staff

5. Planned expenditure					
Academic year	2021/2022				
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?
LSAs will confidently support children to reduce the gap from their peers.	SENCo non-class based	Use of SENCo directed support, including training for LSA's to support and assist children fully to ensure they reach Age Related Expectations.	LSAs are trained by NW and outside agencies in order to support the children effectively. Key LSAs provide structured interventions. which are monitored to measure impact.	SENCo	Half Termly
All staff will use TERRIFIC language which will be replicated by the children.	Interventions – additional support at lunchtimes	Some children struggle during unstructured times and therefore need support to develop their social and emotional skills.	SENCo/DH and trained LSA on duty at lunchtime to provide support where required	SENCo/HT/DH	
Total budgeted cost					Included below
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?
Improved learning due to increased targeted support.	Additional LSA support	Teaching and learning is improved because Class Teachers are able to meet with LSAs and specialist staff to agree targets and next steps. LSAs feel more confident when delivering support sessions. Guided reading support. Key LSAs provide structured interventions to KS1 and KS2.	Use of LSAs to provide 1:1 interventions and support programmes. Tailored support and training for pupils to have equal access to enriching experiences which raise engagement and aspirations. Key LSAs provide structured interventions to KS1 and KS2	SENCo/CT	Termly
Teachers/LSAs will meet with specialist teachers to share good practice and discuss next steps.	DH and SENCo non-class based	Class teachers have the opportunity to meet with specialist staff and observe outstanding practice	Class teacher cover enabling peer coaching and modelling opportunities and time with specialist staff and LSAs.	SENCo/HT/DT /CT	Termly
Specialist support strategies will be implemented to enhance learning.	Interventions	Bespoke Speech and Language support with qualified therapist to assess children's needs and design intervention programme.	Narrative Therapy, Precision Teaching, Lego Therapy, reading support, WellComm, resources.	SENCo	Termly
Total budgeted cost					59,675

£2,918.14	LT funding
£2,625.50	Clubs/trips/resources £xx
£68.64	Generic
£26.66	MT Funding
	LDG replacement services
£549.40	My Concerns
£47,390.00	LSA Pay
£12,285.00	NW Pay
£2,972.08	Resources eg Twinkl

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?
The social and emotional skills will improve to enable children to focus on learning.	Counselling services and therapists.	Use of counselling services and therapists, monitored throughout to measure impact.	Monitor impact using Emotional Literacy Framework	SENCo/CT	On-going
Parents/carers feel supported by school and able to approach school	Close communication by SENCo	Families supported to build positive parenting skills and relationship with school. Signposting for additional support.	Source workshops and parent help topics which will be disseminated to parents.	SENCo	At end of sessions
Purple Mash Widget Software	Personalised computer programme To produce visuals	Children work at individual level to fill in gaps and move on when appropriate As recommended by Eps to support S & L and access learning	Ongoing analysis of impact	SENCo/HT	On-going
Supporting pupils with IT	Twinkl Resources	Ensuring all children have access to IT	Ongoing analysis of impact	SENCo/CT	On-going
My Concerns	Safeguarding computer database	Concerns are closely monitored by SLT. There are no gaps in communication.	SLT are able to spot patterns and act on concerns without delay	DH/SENCo/HT	On-going
Targeted training for staff	Specialised autism training session	Teaching and learning is improved because staff have the correct skills to support the children	Ongoing analysis of impact	SENCo/HT	On-going
Before and AfterSchool provision Extra-curricular support	Tuition Before and after school clubs to support attendance	Supporting families returning or looking for work. Those in training or education. Supports social and emotional issues.	Ongoing analysis of impact	SENCo/HT/LMc	On-going
Total budgeted cost					6,242.28

