

Pupil Premium Grant Plan 2021/22

What is Pupil Premium?

Pupil Premium is an allocation of funding that is given to us by the government to support children who may be vulnerable to under-achievement. The amount we receive is based on the number of children who are entitled to Free School Meals (FSM) or who are 'Children in Care' (CIC). We receive the equivalent of £1300 for every child who is currently in receipt of Free School Meals or have had Free School Meals in the past 6 years but are no longer eligible. As a school, we have a responsibility to report on the progress of children receiving pupil premium; demonstrate how we are using the Pupil Premium Grant (PPG) and the impact that it is having on children from disadvantaged backgrounds.

How much Pupil Premium Money do we get?

In the academic year 2021/22 our Pupil Premium Funding will be approximately £333,455

What do we use this money for?

At Old Park Primary School, we use this pupil premium money to fund some important roles within our school. These roles are focused on raising academic standards, especially in English and Mathematics, as well as supporting children's emotional and behavioural needs to enable children to learn more effectively. Whilst we work closely with other agencies, we also use the money to fund some services so that we can offer our children and their families support quickly. We recognise that there are a significant percentage of our families whose household income is just above the threshold for free school meals. Therefore, in order to maximise inclusion, we use our PPG funding to support as many children as possible.

A more in-depth breakdown of how we will spend our Pupil Premium Grant this year is below.

Barriers to Learning	Planned actions	How we will measure the spending
<p data-bbox="125 140 501 276">High number of Special Educational Needs in the Pupil Premium group affects their attainment.</p> <p data-bbox="125 1390 300 1422">Cost £25,837</p>	<p data-bbox="562 140 965 172">Employment of assistant SENCO;</p> <ul data-bbox="562 180 1290 906" style="list-style-type: none"> Analyse data and report findings to senior managers and SEN Governor. Co-ordinate additional support, monitoring effectiveness of provision and measuring impact Organise 1:1 work with pupils with complex needs Tracking PPG pupils across the school TAs in class every afternoon to run intervention groups directed by class teachers. Half termly SEN reviews involving all staff discussing and allocating teaching assistants to support children Individual provision maps monitored for SEND children. Applications for EHC plans written and submitted to LA Meetings with parents of SEND/PPG Educational Psychologist Package – 16 sessions of support or assessment Learning Support Advisory Teacher – 20 sessions of training, assessment or reviews Outreach behaviour support. Maths on the Move Training SENCO, teachers and TAs. 	<p data-bbox="1312 140 1933 204">Teaching assistants effectively deliver interventions across school.</p> <p data-bbox="1312 248 1906 312">All children make at least expected progress from their starting point.</p> <p data-bbox="1312 357 1921 421">Gaps in attainment between PPG and all pupils are closed further, particularly in KS1.</p> <p data-bbox="1312 466 1910 529">Tracking data will show that SEN children make at appropriate progress from their starting point.</p>
	<p data-bbox="562 922 1216 954">Teaching Assistants to support Speech and Language;</p> <ul data-bbox="562 962 1272 1054" style="list-style-type: none"> Staff training for specific speech and language programmes for individual children Training in Colourful Semantics for all teachers and TAs. 	<p data-bbox="1312 922 1921 1018">Children with identified speech difficulties make at least expected progress from their starting point. Children’s vocabulary will have increased.</p>
	<p data-bbox="562 1070 786 1102">Resources for SEN</p> <ul data-bbox="562 1110 1115 1398" style="list-style-type: none"> Sit and move cushions Foot rests Pencil grips Coloured exercise books Coloured overlays Writing slopes Calm Brain Individual Road Safety Awareness training 	<p data-bbox="1312 1070 1910 1134">Tracking data will show that SEN children make at appropriate progress from their starting point.</p>

<p>A significant group of children have social and emotional difficulties that effect their ability to access learning in the classroom.</p> <p>Cost £108,160</p>	<p>Safari Inclusion Support</p> <ul style="list-style-type: none"> • To provide extra support for vulnerable pupils through 1:1 and group support • Working to implement support programmes for targeted pupil premium pupils • Nurture provision KS2. • Calmbrain Approach across school • Staff are deployed to meet the needs of children with behavioural difficulties. • Liaison with LA behavioural support • Applications are made to Fair Access Panel/Emotional Health and Well Being referral panel/Inclusive School Forum for additional support where necessary. • Work with families to complete Early Help assessment or on CiN or CP plans. <p>Emotional Health and Well-Being</p> <ul style="list-style-type: none"> • ELSA support for children’s emotional needs. • CalmBrain Approach introduced across the school to support neurodevelopment. • Children/Adults Coping with Loss programme <p>Arthog</p> <ul style="list-style-type: none"> • All children in Y5 have the opportunity to attend Arthog outreach for 1 ½ days during the year. • Y6 residential visit to Arthog is subsidised for parents not in receipt of FSM. • Arthog hoodies are provided for all children attending. 	<p>Children are well supported to access learning in the classroom. Classes are not disrupted by poor behaviour. Children with social and emotional needs make expected progress.</p> <p>Children are calm in the classroom and able to self-regulate emotions</p> <p>All children have the opportunity to take part in sports and outdoor adventurous activities regardless of their financial circumstances. Children’s ability to co-operate as part of a team will have improved. Improvement in resilience</p>
<p>Lack of support with reading at home, particularly in KS2 and for phonics in EYFS and KS1.</p>	<ul style="list-style-type: none"> • Accelerated Reader and MyOn purchased for all classes in KS2 • All children are assessed online and reading ages tracked • All children given one free book per term • All Y3/4/5 and 6 children have an individual login to complete quizzes at school and at home. • RWI lead monitors phonic teaching and interventions weekly. • Reading Sheds purchased to promote shared reading at home. 	<p>85% children’s reading ages are at least in line with their chronological age. Children are able to talk about their reading preferences. % of children passing the Y1 phonic screening is at least in line with the national average. 80% children have completed the RWI programme by the end of Y1. 95% Y2 have passed the phonic screening check. Attainment in reading for Y2 is in line with the national average.</p>

<p>Cost £32,298</p>	<p>RWI Assistant to;</p> <ul style="list-style-type: none"> • To track pupil progress in phonics • To assess all children termly and re-organise groups accordingly. 	
<p>Gaps in children’s learning as a result of the Covid19 pandemic and disrupted schooling over 2 years.</p> <p>Cost £117,933</p>	<ul style="list-style-type: none"> • An additional TA allocation to all year groups to provide targeted interventions. • Class sets of laptops provided to give a high level of access to support day-to-day learning. • Additional reading books to provide a wider variety and ensure enough at all levels 	<p>Gaps in learning are identified and closed 75% children are on track with age related expectations.</p>
<p>16% of children join the school with limited or no English.</p> <p>Cost £8,500</p>	<ul style="list-style-type: none"> • 3 hours teacher support from the Multicultural Service • Assessment arranged for new children arriving at school who do not speak English • Multicultural Resources 	<p>EAL children are assessed within 4 weeks of arriving and receive an appropriate support programme. EAL children make good progress from their starting point.</p>
<p>Attendance of PPG group is below average.</p> <p>Cost £5,020</p>	<ul style="list-style-type: none"> • Education Welfare Support to monitor attendance and work with families. • Visitors to enhance the curriculum are subsidised for ‘all’ pupils so that they remain affordable. • Prizes are given to encourage good attendance. 	<p>Attendance of PPG children is 95% or above.</p>
<p>No breakfast/poor routines on the mornings.</p> <p>Cost £12,697</p>	<ul style="list-style-type: none"> • Subsidised breakfast club so that is affordable for families. • Magic breakfast to provide bagels/toast for all children when they arrive at school. 	<p>Children are ready to start the school day. Punctuality has improved for children who regularly arrive late.</p>
<p>Low aspirations</p> <p>Cost £20,000</p>	<ul style="list-style-type: none"> • Contribution to In Harmony programme • Full funding of all music projects and concerts • Subsidised transport for educational visits • Community Service Projects 	<p>All children from Y2 to Y6 have their own instrument to learn. Attainment and progress across the school is good.</p>

<p>Children in Care</p> <p>Cost £3,000</p>	<ul style="list-style-type: none"> • Spending linked to individual children's termly Personal Education Plan. 	<p>Children in Care make at least expected progress. Any gaps in learning are identified and closed as quickly as possible.</p>
<p>Total Cost £333,445</p>		