

Pupil Premium Executive Strategy Statement for the academic year 2021-22

What is Pupil Premium?

The Pupil Premium is a grant from the government to help disadvantaged young people do well at school. The funding is allocated to schools for children from Reception to Year 11 who have registered for free school meals in the last six years, are in care or have parents in the Armed Forces.

Pupil Premium Profile 2020 - 2021	
Number of eligible pupils:	168 (41%)
Number of pupils in school	415
Amount per pupil:	£1,345
Total pupil premium budget:	£225,960

PP Strategy Statement publish date	September 2021
PP Strategy Statement review date	July 2022
Pupil Premium lead	Jo Court
Governor lead	Maggie Smith

Disadvantaged pupils' attainment for the last academic year

		Disadvantaged pupils	Other pupils school	Difference
End of Key Stage 2 attainment Expected +	Reading	54%	71%	17%
	Writing	73%	86%	13%
	Maths	62%	80%	18%
		Disadvantaged pupils	Other pupils school	Difference
End of Key Stage 2 attainment Greater Depth	Reading	8%	11%	3%
	Writing	12%	26%	14%
	Maths	0	26%	26%

	Disadvantaged pupils	Other pupils school	Difference
Year 1 Phonics	52%	59%	7%

Disadvantaged pupils/ End of Key Stage 2 targets for the current academic year

		Disadvantaged pupils	Other pupils school	Difference
End of Key Stage 2 attainment Expected +	Reading [GA English]	44%	71%	27%
	Writing	44%	84%	40%
	Maths	50%	76%	26%
		Disadvantaged pupils	Other pupils / school	Difference
End of Key Stage 2 attainment Greater Depth	Reading [GA English]	11%	13%	2%
	Writing	6%	26%	20%
	Maths	6%	3%	+ 3%
		Disadvantaged pupils	Other pupils school	Difference
Year 1 Phonics		71%	72%	1%

Executive Summary

Barriers to educational achievement faced by eligible pupils at the school:

- The significant majority of children enter the school with starting points well below expected levels and very few achieving age related expectations at the start of Reception.
- Parental support for their children’s learning can be challenging for all parents. Some parents are often unable to support their children’s learning at home for a range of reasons, including lack of knowledge of the

Intentions:

- **Reduction in pupil/teacher ratio**
- **Develop speech, language, communication & vocabulary & attitudes to reading**
- **To close gaps and accelerate progress in basic skills (reading/times tables/spellings)**
- **Remove social and emotional barriers to learning, improve well-being and develop aspirations**

<p>expectations of the curriculum, lack of strategies and ideas to support at home and for some parents high levels of EAL in the family.</p> <ul style="list-style-type: none"> • Social and emotional learning: we recognise that social and emotional wellbeing is all important, not only to our children’s welfare but has a direct impact on their learning. 	<ul style="list-style-type: none"> • Parental Engagement • Improve attendance and punctuality so that this is at-least in line with the national average
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The role of the named governor for disadvantaged pupils:

<p>Monitoring and evaluation will take place as detailed below:</p> <ul style="list-style-type: none"> • The Pupil Premium Link Governor will make at least one link visit to the school, updating the link governor report and sharing with Governors • Outcomes for Pupil Premium will be reviewed on a bi-annual basis at the main Governing Body Meeting • An annual Pupil Premium review will take place • Governors will undertake a learning walk focused on provision funded by the Pupil Premium • Governors will include pupil premium as a focus for pupil voice – gathering children’s views on the provision and the impact this has had on them
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Intent:	Rationale: Sutton Trust-EFF Toolkit (2020)
<p>Reduction in pupil/teacher ratio</p>	<ul style="list-style-type: none"> • “Feedback is information given to the learner or teacher about the learner’s performance relative to learning goals or outcomes. Feedback studies tend to show very high effects on learning.” (+8 months) • Reducing class size appears to result in around three months additional progress for pupils, on average. Intuitively, it seems obvious that reducing the number of pupils in a class will improve the quality of teaching and learning, for example by increasing the amount of high-quality feedback or one to one attention learners receive. There is some evidence that reducing class sizes is more likely to be effective when accompanied by professional development for teachers focusing on teaching skills and approaches. Some evidence suggests slightly larger effects are documented for lower achievers and, for very young pupils, those with lower socio-economic status. (+3 months) • “Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Tuition in groups of two has a slightly higher impact

		than in groups of three, but a slightly lower impact than one to one tuition. Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact." (+4months)	
Strategy	Impact	Monitoring and evaluation	Total cost
<ul style="list-style-type: none"> Classes to be split into three classes of 20 with a qualified teacher in each during the mornings 	<ul style="list-style-type: none"> -Teaching and learning will be judged to be at least good. -Key worker/Learning passports will ensure that all barriers to learning are broken down and that basic skills can be focussed on. -Additional learning periods for targeted chn after school will fill gaps in children's knowledge around basics skills. 	<ul style="list-style-type: none"> Half termly/termly tests Basics skills tests (half termly) Number bonds/times tables tests (weekly) Phonics tests (half termly) Evidence in books Targets analysed for disadvantaged pupils (half termly) 	£70,000
<ul style="list-style-type: none"> Afternoon sessions to have the third teacher running targeted interventions for identified chn 	<ul style="list-style-type: none"> -Interventions will be judged to be at least good -gaps in children's knowledge will close 	<ul style="list-style-type: none"> Half termly/termly tests Basics skills tests (half termly) Number bonds/times tables tests (weekly) Phonics tests (half termly) Evidence in books Targets analysed for disadvantaged pupils (half termly) 	As above
<ul style="list-style-type: none"> Tutoring for targeted pupils (Maths) 	<ul style="list-style-type: none"> - Gaps in pupil's learning & basic skills are effectively identified & filled through tutoring 	<ul style="list-style-type: none"> Half termly/termly tests 	£6,143.60
		Total cost for area:	£76,143.60

Intent:	Rationale: Sutton Trust-EFF Toolkit (2020)
	<ul style="list-style-type: none"> "Studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On

Develop speech, language, communication & vocabulary & attitudes to reading.		<p>average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year. All pupils appear to benefit from oral language interventions, but some studies show slightly larger effects for younger children and pupils from disadvantaged backgrounds (up to six months' additional progress)." (+5 months)</p> <ul style="list-style-type: none"> • "Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy." (+4months) • "Reading comprehension approaches deliver an additional six months' progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge. Many of the approaches can be usefully combined with Collaborative learning techniques and Phonics to develop reading skills. The use of techniques such as graphic 	
Strategy	Impact	Monitoring and evaluation	Total cost
<ul style="list-style-type: none"> • The resourcing & implementation of universal & targeted approaches to address gaps/ underdevelopment speech, language & communication: • My Book Blog • Numicon 	<ul style="list-style-type: none"> - Specific pupils receiving targeted intervention make accelerated progress from their starting point with speech, language and communication - Pupils in reception make accelerated progress from their starting point with at least 75% achieving the early learning goal for speech, language and communication enabling the GLD target to be achieved - Pupils routinely demonstrate the academy's non-negotiables for speech, 	<p>Baseline data compared to progress made on a termly basis for pupils having the following programmes:</p> <ul style="list-style-type: none"> - Learning Village - Speech Link - Infant Language Link <p>Reception: Baseline compared to those who achieve the Good Level of Development</p>	<p>£1,800 £65.00 £220.00 £144.00 £220.00</p>

<ul style="list-style-type: none"> ● Junior Language Link ● Speech Link ● Infant Language Link ● Target Tracker ● PiXL ● TT Rockstars/ NumBots ● Purple Mash ● Letter Join ● Ruth Miskin ● My Maths ● RWI: Online ● Oddizzi ● Grammasaurus ● Test Base ● Learning Village 	<p>language, communication and vocabulary development</p> <ul style="list-style-type: none"> - Pixl Vocabulary APP: Through explicit vocabulary teaching, pupils develop a wider range of vocabulary from their starting point enabling them to access the curriculum and perform confidently in tests because a language deficit does not prevent them from doing so. 		<p>£2,700 £2,700 £167.90 £950.00 £364.00 £450.00 £339.00 £175.00 £100.00 £24.00 £240 £517.50 £300</p>
<ul style="list-style-type: none"> ● The implementation of My Book Blog (Online reading programme for all pupils) 	<ul style="list-style-type: none"> - Pupils develop a love of reading and are motivated to quiz on the books they have read - Pupils increase their 'book talk' - Pupils develop a wider range of vocabulary which they apply to their writing - Pupils make accelerated progress in reading 	<ul style="list-style-type: none"> - Half termly reading reports from MyBook Blog - Pupil's reading speed/fluency tested termly - Reading test outcomes 	<p>See above</p>
<ul style="list-style-type: none"> ● Training & development for teachers and learning support assistants leading the Read Write 	<ul style="list-style-type: none"> - The teaching of phonics as part of the Read, Write, Inc Programme is judged to be at-least good - Pupils make good progress with their phonic knowledge enabling the 	<ul style="list-style-type: none"> - Read Write Inc half termly assessments of phonic knowledge - Reports on the quality of teaching, learning & assessment - Parent feedback through questionnaires and conferencing 	<p>£5000</p>

<p>Inc phonics programme</p> <ul style="list-style-type: none"> Resources and development for parents to best support their child with phonic knowledge (The sounds that letters make) 	<p>aspirational phonics target for year 1 and 2 to be achieved</p>		<p>£500</p>
		<p>Total cost for area:</p>	<p>£16,976.40</p>

<p>Intent:</p>	<p>Rationale: Sutton Trust-EFF Toolkit (2020)</p>
<p>To close gaps and accelerate progress in basic skills (reading/times tables/spellings)</p>	<ul style="list-style-type: none"> “The evidence suggests that early years and pre-school interventions have a positive impact, delivering an average of around five additional months' progress. The approach appears to be particularly beneficial for children from low income families. Once early years provision is in place, improving the quality of provision, for example by training staff to improve the interaction between staff and children, appears to be more promising than increasing the quantity of provision (by providing extra hours in the day), or changing the physical environment of early years settings.” (+5 months) “Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy.” (+4months) “Reading comprehension approaches deliver an additional six months' progress. Successful reading comprehension approaches allow activities to be carefully

		tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge. Many of the approaches can be usefully combined with Collaborative learning techniques and Phonics to develop reading skills. The use of techniques such as graphic	
Strategy	Impact	Monitoring and evaluation	Total cost
<ul style="list-style-type: none"> Part funding for Deputy Head Salary responsible for disadvantaged pupils 	<ul style="list-style-type: none"> Effective implementation of the disadvantaged strategy to achieve the intended aims linked to 'The quality of education', Behaviour & welfare & Personal Development 	<ul style="list-style-type: none"> Termly reports from the wider school team detailing progress towards the intended aims 	£35,000
<ul style="list-style-type: none"> The implementation of pupil learning passports, including: <ul style="list-style-type: none"> Printing costs Parent & pupil introductory & review sessions Rewards for completion 	<ul style="list-style-type: none"> Gaps in children's learning (basic skills) will close due to increased focus Parents will be clear on gaps in their child's learning and their targets, and will be able to support their child 	<ul style="list-style-type: none"> Funding for a year group library to ensure high levels of engagement and age-appropriate texts 	£500
<ul style="list-style-type: none"> Subscription to the Pixl (Partners in Excellence) Programme 	<ul style="list-style-type: none"> Gaps in pupil's learning & basic skills are effectively identified & filled through the implementation of Personalised Learning Checklists (PLCs) & associated resources Teachers use Pixl resources as part of universal and targeted interventions to support teaching being at-least consistently good 	<ul style="list-style-type: none"> Termly tracking of assessments & basic skills for pupils entitled to pupil premium funding 	£2,700
Total cost for area:			£38,200

Intent:		Rationale: Sutton Trust-EFF Toolkit (2020)	
<p>Remove social and emotional barriers to learning, improve well-being and develop aspirations</p>		<p>Raising aspirations is often believed to incentivise improved attainment. Aspiration interventions tend to fall into three broad categories:</p> <ol style="list-style-type: none"> 1. interventions that focus on parents and families; 2. interventions that focus on teaching practice; and 3. out-of-school interventions or extra-curricular activities, sometimes involving peers or mentors. <p>The approaches used in these interventions are diverse. Some aim to change aspirations directly by exposing children to new opportunities and others aim to raise aspirations by developing general self-esteem, motivation, or self-efficacy.</p>	
Strategy	Impact	Monitoring and evaluation	Total cost
<p>Staffing: Inclusion support & pastoral care</p>	<ul style="list-style-type: none"> - Barriers to learning are overcome enabling disadvantaged pupils to make accelerated progress from their starting points. In-year aspirational targets are achieved. - 90% of Pupils report that they feel happy, safe and ready to learn. - 90% of Parents report that they feel well supported by the school to break down barriers to learning that exist for their family. - As part of targeted intervention, identified vulnerable disadvantaged pupils are equipped with the strategies to remain in whole class learning for extended periods of time. 	<ul style="list-style-type: none"> - Data tracking & analysis - Pupil surveys - Parent surveys - Behaviour data 	<p>£65,000</p>
<ul style="list-style-type: none"> • Open door in school counselling service 	<ul style="list-style-type: none"> - Pupils report that they are happy, safe, well-supported and ready to learn. 	<ul style="list-style-type: none"> - Surveys - Data tracking & analysis 	<p>£5000</p>

<ul style="list-style-type: none"> Staff training: Counselling qualifications 	<p>Barriers to learning for pupils receiving counselling are removed enabling them to make at-least expected progress from their starting points.</p>		
<p>Universal and targeted intervention strategies to support parents: Coffee morning information sessions/Adult Education</p>	<ul style="list-style-type: none"> Parents feel well supported and are equipped with the knowledge and skills to be able to remove potential barriers to learning for their child <p>Parents can play an active role in supporting their child's education and learning</p>	<ul style="list-style-type: none"> Parent feedback Completion of courses: Thurrock Adult Education Centre 	£800
<p>Pupil leadership roles & development: Health advocates/Peer mentors/Play leaders/Mini-medics (In partnership with The Thurrock School Sport's Partnership)</p>	<ul style="list-style-type: none"> Pupils play an active role in the running of the academy. Pupils develop leadership skills and carry out their roles & responsibilities with passion and pride 	<ul style="list-style-type: none"> Review the success of each strategy through pupil conferencing and questionnaires 	£800
<p>Character, culture & personal development programme, including pupil passports & rewards</p>	<ul style="list-style-type: none"> Pupils increasingly conduct themselves in-line with The GLC code of conduct Pupils report they know how to live a fit & healthy lifestyle and do so Pupils feel empowered to make informed choices about how they live their life Pupils recognise signs of danger and know how to keep themselves safe 100% of pupils complete the bronze citizenship award by the end of the academic year 	<ul style="list-style-type: none"> Behaviour data Hit & weight measurements compared to Thurrock schools & the national picture Track completion of the citizenship award 	£1000
<p>Hardship fund: Uniform/Equipment/Resources</p>	<ul style="list-style-type: none"> Pupils are equipped with the uniform, resources and equipment enabling them to thrive 	<ul style="list-style-type: none"> Pupil attitudes – Learning walks 	£2000

		Total cost for area:	£74,600
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Intent:		Rationale: UK Parliament (2020)	
<p>Improve attendance and punctuality so that this is at-least in line with the national average</p>		<ul style="list-style-type: none"> The Education Policy Institute 2020 report has indicated that the disadvantage gap has stopped closing for the first time in over a decade. Last year, the Education Policy Institute predicted it would take 560 years for the gap to close. However, this year's data suggests that the gap is no longer closing at all. Strikingly, evidence shows that the narrowing of the gap was stalling prior to COVID-19 impacting the education system. Primary school data show that the disadvantage gap has increased for the first time since 2007. By the time disadvantaged students leave primary school, they are around 9 months behind their peers. This gap increases as students get older; when disadvantaged students leave secondary school they are around 18 months behind their peers. An analysis by Teach First shows that, in 2019, 45% of disadvantaged pupils achieved a standard pass (Grade 4) in GCSE maths and English, compared with 72% of non-disadvantaged pupils. 	
Strategy	Impact	Monitoring & evaluation – when, by whom? How will success be evidenced	Total cost
<ul style="list-style-type: none"> Part funded Educational Welfare Officer 	<ul style="list-style-type: none"> The EWO drives a strategic plan for improving attendance and punctuality specifically for disadvantaged pupils. The EWO supports & challenges the attendance officer to develop strategies to improve attendance for specific pupils. 	<ul style="list-style-type: none"> Attendance tracking & reports for pupils in receipt of Pupil Premium funding, including sub-division groups 	£9655
<ul style="list-style-type: none"> Part funded attendance ambassadors 	<ul style="list-style-type: none"> Pupils are safeguarded from harm and in the case of absence the school knows the 	<ul style="list-style-type: none"> Attendance tracking & reports for pupils in receipt of Pupil Premium funding, including sub-division groups 	£9385

	<p>pupil is safe following home visits where required.</p> <ul style="list-style-type: none"> - Parents feel suitably supported and challenged to ensure their child attends school regularly. 	<ul style="list-style-type: none"> - The number visits carried out by attendance ambassadors 	
<ul style="list-style-type: none"> • Incentives and rewards 	<ul style="list-style-type: none"> • Pupils recognise the importance of good attendance because this is celebrated and rewarded (certificates/Class challenges with prizes) within the academy 	<ul style="list-style-type: none"> - Attendance tracking & reports for pupils in receipt of Pupil Premium funding, including sub-division groups 	£1364
		Total cost for area:	£20,404

Summary review of last year's aims and outcomes

Aim	Outcome
Remove social and emotional barriers to learning, improve well-being and develop aspirations	13 pupils were referred to and then saw a school counsellor on a weekly basis, during the academic year. The counsellor wrote half termly reports on the ongoing emotional wellbeing of each pupil. There was a marked improvement in the mental health and emotional wellbeing of the pupils who engaged with the counsellor. They informed that they felt more positive and able to cope with problems. Improvement could also be seen in their overall behaviour and achievements in the classroom.
Improve attendance and punctuality so that this is at-least in line with the national average	Attendance gap on 02/07/21 was 1.8% lower than non DYP. Gap slightly higher than March 2020 when it was 1.5%
Develop speech, language, communication & vocabulary & attitudes to reading	This was greatly impacted by Covid-19 and lockdowns. The Nuffield Early Language Intervention commenced with pupils in Reception, after the lockdown. It was due to conclude in July 2021. However, due to the late start, the programme has not yet finished and we do not yet have the final impact data. Speech and Language interventions also took place during the afternoon sessions at school, across other year groups. There is some evidence that there has been a slight impact on the speech and language skills of the pupils. However, the lockdown periods had a negative effect on their receptive and expressive language skills.
To close gaps and accelerate progress in basic skills (reading/times tables/spellings)	Disadvantaged pupils are still not performing as well as their peers, however, all year groups and subjects are below target, other than Year 6 GDS reading (at target) Year 3 EXS reading (at target) Year 2 – gap is closing between PP and non-PP for Reading & Maths.

Year 3 – Reading – amount of PP chn at ARE is increasing and the gap is closing. Maths – amount of PP chn at ARE is increasing but the gap is widening.
 Year 4 – Reading & Maths – amount of PP chn at ARE has decreased and the gap is widening.
 Year 5 – Reading – amount of PP chn at ARE has decreased and gap is widening. Maths gap is closing.
 Year 6 - Reading & Maths – amount of PP chn at ARE has decreased and the gap is widening
 The National tutoring programme was introduced in year groups 3-6, with at least 80% of disadvantaged pupils invited, attending the sessions.

Reading	Rec	Yr 1	Yr 2	Yr 3	Yr4	Yr5	Yr6
Percentage of yr group PP	44%	35%	48%	41%	43%	45%	32%
All	59	60	60	60	60	60	56
Girls PP							
Boys PP							

Maths	Rec	Yr 1	Yr 2	Yr 3	Yr4	Yr5	Yr6
Percentage of yr group PP	44%	35%	48%	41%	43%	45%	32%
All	59	60	60	60	60	60	56
Girls PP							
Boys PP							

Subject weaknesses.

Reading boys

Maths girls

Increase opportunities for cultural enrichment and wider life experiences

This was greatly impacted by Covid-19 and lockdowns. 6 pupils in Year 5 were selected to participate in the Brilliant Club. All 6 pupils were categorised as disadvantaged. The pupils attended 6 tutorials with a PHD tutor and then submitted a 1000 word assignment about 'Rights - Human Rights, Contractual Rights, Criminal Law' They all received a university grade and attended a virtual graduation ceremony on 6th July 2021.