



Primary School Pupil Premium Strategy 2020-2023

Pupil Premium

Pupil Premium is funding allocated to schools for the specific purpose of boosting the attainment of pupils from low-income families. Funding is based on children who have registered for a free school meal (FSM) at any point in the last 6 years, children who are in care or adopted, and children whose parents are currently serving in the armed forces.

The Early Years Pupil Premium (EYPP) is additional funding for early years settings to improve the education they provide for disadvantaged 3- and 4-year-olds.

3-year long-term pupil premium strategy template

This template is based on the long-term approach to pupil premium planning recommended by the DfE and the Education Endowment Foundation (EEF). It will be reviewed and updated at least once per annum.

Our philosophy At Bush Hill Park Primary School

We value the abilities and achievements of all our pupils, and are committed to providing each pupil with the best possible environment for learning. We recognise that each child is unique and will have different needs, which may well vary throughout their time in the school. We have planned to spend our Pupil Premium funding to try to give them all the support that they need to “Be the Best they can Be”. We believe in maximising the use of the Pupil Premium Grant (PPG) by utilising a long-term strategy aligned to our school SIP. This enables us to implement a blend of short, medium and long-term interventions, and align pupil premium use with wider school improvements and improving readiness to learn.

Overcoming barriers to learning is at the heart of our PPG use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per pupil in receipt of the PPG. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

Our priorities

Setting priorities is key to maximising the use of the PPG. Our priorities are as follows:

- Ensuring that a ‘good or better’ teacher is delivering every class
- Closing the attainment gap between disadvantaged pupils and their peers
- Providing targeted academic support for pupils who are not making the expected progress
- Addressing non-academic barriers to attainment such as behaviour and attendance
- Ensuring that the PPG reaches the pupils who need it most

Our implementation process

We believe in selecting a small number of priorities and giving them the best chance of success. We also believe in evidence-based interventions and learning from our experiences, which is why we utilise annual light-touch reviews to ensure our approach is effective and we can cease or amend interventions that are not having the intended impact.

- Identify a key priority that we can address
- Systematically explore appropriate programmes and practices
- Examine the fit and feasibility with the school
- Develop a clear, logical and well-specified plan
- Assess the readiness of the school to deliver the plan
- Make practical preparations
- Support staff and solve any problems using a flexible leadership approach
- Reinforce initial training with follow-on support
- Plan for sustaining and scaling the intervention from the outset
- Continually acknowledge, support and reward good implementation practices

Our tiered approach to prioritise spending

As outlined by the Education and Endowment Foundation (EEF), best practice is for schools to use PP funding in three ways:

- 1. Teaching-** Spending on improving teaching at Bush Hill Park Primary School will include professional development, training and support for early career teachers and recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is a priority for our school in our aim to Improve the quality of teaching across school by focusing on a clear pedagogy (teach simply, practice thoroughly, feedback constructively).
- 2. Targeted support-** Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. We have introduced numerous intervention and booster groups across the school facilitated by Senior Leaders, Class Teachers and HLTAs to provide targeted academic support.
- 3. Wider support strategies-** Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. While these barriers have always been prominent across cohorts at Bush Hill Park Primary School, we also have the added barriers of being located between two busy council estates that provide many places of temporary accommodation. In which the adults within the community have high levels of mental and physical needs themselves.

Within each category, we have chosen two or three interventions. This focused approach ensures the best chance of success for each intervention. This ties in closely with our School Improvement Plan and directly reflects the strategies and steps laid out.

School Overview

| Metric | Data |
|--|-------------------------------|
| School | Bush Hill Park Primary School |
| No. of pupils in school | 477 |
| Proportion of disadvantaged pupils | 225 (47%) |
| Pupil Premium allocation academic year 2020-21 | £267, 655 |
| Academic years covered by statement | 2020-23 |
| Statement authorised by | |
| Pupil Premium Lead | Kirsty Munns |
| Governor Lead | Nichola Harrison |

Assessment data

Due to the COVID -19 (Coronavirus) outbreak, school was closed from 23rd March 2020 and began to re-open to Years 5 and 6 in June 2020. Due to these unprecedented circumstances, there was no data collection nationally, as all national curriculum tests/checks were cancelled. This was the same situation for the academic year 2020-21 in that there were no external assessments given further national lockdown restrictions in the spring term.

| EYFS | | | | | | |
|---------------------------------|------------------------|------------|---|----------------------------|---------|---------|
| | Pupils eligible for PP | All pupils | National average | Data from previous 3 years | | |
| | | | | 2017-18 | 2018-19 | 2019-20 |
| Good level of development (GLD) | 33% | 37% | No national averages this year due to the Covid-19 Pandemic – all school data is based on teacher assessment. | 59% | 58% | 60% |

| YEAR 1 PHONICS SCREENING CHECK | | | | | |
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| All pupils | Pupils eligible for PP | National average | Data from previous 3 years | | |
| | | | 2017-18 | 2018-19 | 2019-20 |
| Awaiting data | | No national averages this year due to the Covid-19 Pandemic – all school data is based on teacher assessment. | 52% | 88% | - |

| END OF KS1 | | | | | | |
|--|------------------------|----------------------------|---|----------------------------|---------|---------|
| | Pupils eligible for PP | Pupils not eligible for PP | | Data from previous 3 years | | |
| | | School average | National average | 2017-18 | 2018-19 | 2019-20 |
| % achieving expected standard or above in reading, writing and maths | 32% | 52% | No national averages this year due to the Covid-19 Pandemic – all school data is based on teacher assessment. | 57% | 48% | 51% |
| % making expected progress in reading | 48% | 48% | | 73% | 61% | 69% |
| % making expected progress in writing | 32% | 39% | | 62% | 52% | 56% |
| % making expected progress in maths | 60% | 57% | | 75% | 75% | 69% |

| END OF KS2 | | | | | | |
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| | Pupils eligible for PP | Pupils not eligible for PP | | Data from previous 3 years | | |
| | | School average | National average | 2017-18 | 2018-19 | 2019-20 |
| % achieving expected standard or above in reading, writing and maths | 11% | 27% | No national averages this year due to the Covid-19 Pandemic – all school data is based on teacher assessment. | 45% | 43% | 51% |
| % making expected progress in reading | 40% | 58% | | 61% | 56% | 72% |
| % making expected progress in writing | 17% | 32% | | 68% | 60% | 54% |
| % making expected progress in maths | 34% | 52% | | 45% | 43% | 66% |

Barriers to future attainment

| Academic barriers to attainment | Non-academic barriers to attainment |
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| Low levels of literacy on entry, including basic reading and writing skills compared to the National Average | Attendance concerns |
| Low maths skills on entry – basic number and calculation knowledge – compared to the National Average | Lack of parental engagement in some hard-to-reach families |
| 'Outstanding' teaching not present in every classroom and lack of targeted support and staff to provide this | Lack of focus and confidence due to poor mental health and wellbeing and poor behaviour of some children |
| Lack of school readiness | School is located in an area of high deprivation |
| English is often an Additional Language at home | Lack of wider experiences our children have access to |
| Poor language and communication skills | Low levels of academic proficiency and confidence in parents and lack of importance placed on education by some |
| Low levels of resilience and stamina in learning tasks | SEND |
| Lack of learning materials at home e.g books | Safeguarding Concerns |

Strategy aims for disadvantaged pupils

| Aim | Target | Target Date |
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| Progress in Phonics | Non-SEND to achieve national average in Y1/2 Checklist | September 2023 |
| Progress in Reading | Achieve in line with peers (increase in attainment across) | September 2023 |
| Progress in Writing | Achieve in line with peers (increase in attainment across) | September 2023 |
| Progress in Maths | Achieve in line with peers (increase in attainment across) | September 2023 |
| Continue to develop a consistent approach to behaviour that is rooted in Mental Health and Wellbeing needs of all pupils | Children know how to receive help for pastoral needs and mental health. Teachers understand importance of consistency and have developed approaches and understanding that not all behaviour will be treated the same in all lessons/ times of day. | September 2023 |

1. Teaching Priorities for Current Academic Year

| Measure | Activity | | |
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| Priority 1 | Increase attainment at all key stages to ensure that outcomes are in line with local and national indicators. | | |
| Priority 2 | Ensure Teaching and learning is high quality across the school, ensuring all pupils make accelerated progress and attainment. | | |
| Projected Spending | £95,000 | | |
| Annual review notes | <p>Year 1 Increase attainment at all key stages to ensure that outcomes are in line with local and national indicators.</p> <p>Attainment strategies implemented from summer term including new systems of assessment to be in place from September 2021. Attainment has been a focus primarily through a focus on high quality teaching and learning and CPD.</p> <p>CPD throughout the year has focused on areas of development and has been responsive to ongoing changes with government guidance and monitoring findings.</p> <p>This includes the role of our Phase Leaders of Learning this academic year who oversee EYFS, KS1 and KS2U. These new to SLT roles meant that we provided mentoring for both SLT members (this will be continued in to next academic year given the successes). We will also expand this to our middle leadership team for new to post roles.</p> <p>All data this year has been internal. We have worked to ensure that children receive a curriculum that is adapted to ensure correct coverage for them. The successes of our remote learning during the second school closure ensured that attainment did not dip in the same way as it did in the first lockdown but it still left areas to be developed – we chose to focus for the whole of the summer term on the DfE Ready to Progress documents to support attainment in maths.</p> <p>Writing attainment has shown successes in its roll out this year – however, given the spring lockdown there were disruptions to</p> | <p>Year 2 Assessment of strategies and impact</p> | <p>Year 3 Assessment of strategies and impact</p> |

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| | <p>this – teachers were supported to adapt the cycle to make it work remotely. We have monitored this over the summer term and can see the impact of this and will continue to build on this next year.</p> <p>The difference in combined for KS1 PP and non-PP children has shown areas for targeted intervention to be implemented for the children both now and to implement in Year 3. Much of the data can be viewed in light of personal circumstances for many of our families who received significant support and intervention from the school both academically and in terms of well-being. The 1:1 and in school interventions were limited to the summer term this year. There is still significant work to be done, but in light of the personal experiences of many of our families throughout the pandemic the support prioritised has been well-being and mental health in order to ensure children are in a healthy place mentally to learn and benefit from academic interventions.</p> <p>The end of key stage data for KS2 does not reflect much of the progress made by our PP children in year 6. Progress points on Target Tracker show that children have made on average 3-4 points of progress or more. We have a monitoring system and document for ensuring this is in place for our children this continues to work well as a monitoring tool and enabled gaps to be addressed immediately and action to be taken both reactively and proactively. The 1:1 and in school interventions were limited to the summer term this year.</p> <p>For our year 6 cohort, the above data reflects many of the concerns we had with key individuals, including children who remained absent through most of Autumn and summer when schools were not in lockdown. Families who experienced hardship during the pandemic and who received significant support from the school both in supporting family mental</p> | | |
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| | <p>health and in. Attendance for these children was also monitored through remote learning and there were some concerns with engagement that was followed up on at the time. For all the PP children in this cohort (35) there were 4 who have been consistently working in line with or above expectations and who did not require academic interventions. For the remaining 31, children received both group and 1:1 reading, writing or maths interventions over the summer term (planned and ad-hoc with LSA and HLTAs) and worry buster groups for those who required it were also prioritised.</p> <p>As with KS1, for our KS2 children, when data is viewed in light of the personal traumas that many of our families experienced throughout the pandemic the support prioritised over this past year has been well-being and mental health in order to ensure children are in a healthy place mentally to learn and benefit from academic interventions, this has meant prioritising mental health and well-being interventions above academic interventions for some of our PP children given the traumatic experiences faced by many over the past 16 months.</p> <p>Ensure Teaching and learning is high quality across the school, ensuring all pupils make accelerated progress and attainment.</p> <p>CPD in place throughout lockdown and upon return to school including key approaches to ensure that T&L remained consistently high remotely. Including adapting CPD to ensure that teachers and support staff received training to support their development of our remote learning curriculum and offer.</p> <p>Upon return to school the focus was again on curriculum development and renewing our focus as a Trauma Informed School.</p> <p>Learning walks and monitoring took place in autumn and summer terms. Reading,</p> | | |
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| | <p>writing and maths all took focus. Strengths and areas for development were identified across the school and resulted in adapted approaches and CPD. Including review of Maths curriculum and plans to bring in a maths specialist.</p> <p>Our new writing curriculum, including the planned cycle has had significant impact in the short time it has been implemented and we plan to continue building upon this including rolling out a similar approach to reading.</p> <p>Our approach to teaching and learning across the curriculum will continue to be a push on urgency, pace, high expectations and no excuses. Much of our CPD has been around this and we will continue to work towards all teachers developing this in the classroom.</p> <p>We trialled 'Quads' this summer term as part of our CPD offer for developing teacher practice. It was very successful and initiated discussion and dissemination of practice across the school.</p> <p>Our work with our new SIA has led to a whole school structured re-focus on our medium-term planning and ensuring consistency and clear expectations within these to ensure we are meeting the needs of our children and the National Curriculum objectives.</p> <p>In terms of recruitment and retention, we have prioritised development of key teachers by appointing two Achievement Leader roles – both of whom will be mentored by a member of SLT using a similar model to the mentoring our new to post SLT members received from HST. We will also be appointing additional members to the teaching and learning team in order to further support the development of staff across the school.</p> <p>Additionally, we have carefully placed teachers with year groups based on strengths, but also development</p> | | |
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| | <p>opportunities – we identified some of our good teachers who have remained in the same key stage or year group for some time and broadened their experience by moving their key stages.</p> | | |
| <p>Annual review overall assessment</p> | <p>Increase attainment at all key stages to ensure that outcomes are in line with local and national indicators.</p> <p>We are currently below expectations on this given the problematic shift in data as a result of multiple lockdowns and initial focus on a ‘catch up’ curriculum. It was a target area for us prior to this and continues to remain a priority. There are many plans in place across the curriculum to further address this for all and we will be in a much better position as a school to ensure interventions are run across the year.</p> <p>To address this, we will be increasing expenditure in this area. We will continue to employ additional booster teachers in years 2, 5 and 6. Continue use of the monitoring PP document to ensure immediate intervention can take place and expenditure will also increase due to our planned approach to buy in to NMM comparative judgement and NTS assessment as a means of quality assuring our attainment externally and internally and again through further developing the quality of teaching and learning.</p> <p>Ensure Teaching and learning is high quality across the school, ensuring all pupils make accelerated progress and attainment.</p> <p>We are currently at expectation in this area. We have invested time and resources into our teaching and learning and have an average picture of ‘good’ across the school (where there are exceptions to these actions are in place). We are working towards ensuring that this is both maintained and extended through further planned developments in teaching and</p> | <p>Performance towards target: Far above expectations Above expectations As expected Below expectations Far below expectations Expenditure to: increase/ decrease/ remain the same</p> | <p>Performance towards target: Far above expectations Above expectations As expected Below expectations Far below expectations Expenditure to: increase/ decrease/ remain the same</p> |

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| | <p>learning, including planned monitoring changes.</p> <p>We are expecting an increase in PP funding for the oncoming academic year given the 10% increase in PP children and will allocate additional funding to external CPD such as whole school reading and phonics to further secure high-quality teaching and learning and to further tighten routines and medium-term planning across all areas to ensure consistency in urgency, pace, high expectations and no excuses in every classroom.</p> | | |
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2. Targeted Academic Support for Current Academic Year

| Measure | Activity | | |
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| Priority 1 | Ensure formative and summative assessment systems identify specific areas of struggle in maths and English. | | |
| Priority 2 | Implement a variety of interventions, including three-way splits in years 2, 5 and 6, booster sessions, RWI sessions and afternoon catch-up sessions. | | |
| Projected Spending | £90,000 | | |
| Annual review notes | <p>Year 1 Ensure formative and summative assessment systems identify specific areas of struggle in maths and English.</p> <p>This includes using NTS assessment papers across the school to ensure consistency across the school and to move in line with our new planned reading curriculum for the new academic year.</p> <p>Summative assessment this year has not enabled teachers to form true judgements of children they teach due to limited assessment cycles given the lockdown and increased anxieties as a result of remote learning. Plans in place to support children with this moving forward. Teachers used a combination of formative and summative assessment for internal data this year.</p> | <p>Year 2 Assessment of strategies and impact</p> | <p>Year 3 Assessment of strategies and impact</p> |

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| | <p>No external assessments in core key stages this year.</p> <p>Throughout the year, including during lockdown, key children and key groups benefitted from interventions (see below). This was based on summative and formative assessments and lots of CPD with teachers was delivered around best approaches for all learners, including focus on long term memory development strategies and high-quality provision.</p> <p>Implement a variety of interventions, including four-way splits in years 2, 5 and 6, booster sessions, RWI sessions and afternoon catch-up sessions.</p> <p>Interventions remained fluid across the school. HLTAs and in some cases LSAs were implementing ad-hoc interventions in discussion with class teachers for those who need support with specific lessons or units.</p> <p>Reading interventions across the school:</p> <p>Rec and Yr 1 – specific 1:1 for those identified as At Risk in the summer term (40 children).</p> <p>NELI intervention in Reception through trained NELI Teachers.</p> <p>Yr 2 – lowest 20% readers group regular intervention.</p> <p>Yr 3 and Yr 4 – lowest 20% 1:1 daily 10-minute readers - comprehension/fluency, rotation of children. During registration /active 15.</p> <p>Yr 3 – additional reading PM group established summer 2 with learning mentor.</p> | | |
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| | <p>Yr 5 – HLTA weekly group interventions for comprehension and fluency in small groups of 5 (20 children)</p> <p>Reading boosters (additional class during am reading lesson) taking place daily in Year 2, Year 5 and Year 6. Additionally, year 4 split in to classes of av.20.</p> <p>Writing interventions across the school:</p> <p>Year 1 – writing groups throughout the week for those identified as At Risk.</p> <p>Writing boosters (additional class during am reading lesson) taking place daily in Year 2, Year 5 and Year 6. Additionally, year 4 split in to classes of av.20.</p> <p>Maths interventions across the school:</p> <p>Year 1 – maths groups throughout the week for those identified as At Risk.</p> <p>Year 3 – maths groups delivered by learning mentor summer 2</p> <p>Year 4 – pm maths groups 3 x groups of 4 children for fluency in maths focus.</p> <p>Year 5 – for those working towards (20 children) 2 x pm and one after school.</p> <p>Year 6 – one after school booster for 10 children identified as At Risk.</p> <p>Strategies also in place throughout the school to ensure that children who require immediate intervention are addressed within and after specific lessons.</p> <p>Again, children are easily identifiable due to ongoing formative assessment and due to the monitoring procedures, we have in place to identify PP children. As such, many of the PP children who were identified as working below were placed into interventions. However, given that we were still working with a catch-up curriculum in the autumn term –</p> | | |
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| | <p>assessments were not as readily in place so as to relieve pressures on the children and then no assessments were able to go ahead in the spring term due to lockdown. As such, much of the data collated and interventions put in place were done so in the last term. This is not an ideal approach and restriction permitting will not be the approach moving into autumn 2021.</p> | | |
| <p>Annual review overall assessment</p> | <p>Ensure formative and summative assessment systems identify specific areas of struggle in maths and English.</p> <p>We are currently at expectation in this area. We have invested time and resources into ensuring teachers have the expertise necessary to make informed judgements and to be fluid in approaches to immediate intervention.</p> <p>Expenditure in this area will increase in line with the above teaching and learning priorities set out – this will be included in our planned work with our maths consultant and the continued changes with the curriculum in which specific assessment (both summative and formative) will be specified on medium-term planning expectations. We will also be implementing a structured, timetabled approach to monitoring and moderation involving all phases which will further support teachers with their judgements.</p> <p>Implement a variety of interventions, including four-way splits in years 2, 5 and 6, booster sessions, RWI sessions and afternoon catch-up sessions.</p> <p>We are currently at expectation in this area. We have invested in additional booster teachers in order to reduce class sizes in core subjects wherever possible and create ongoing intervention classes.</p> <p>Funding in this area will increase as we are appointing additional HLTAs across the school who will be able to run</p> | <p>Performance towards target: Far above expectations Above expectations As expected Below expectations Far below expectations Expenditure to: increase/ decrease/ remain the same</p> | <p>Performance towards target: Far above expectations Above expectations As expected Below expectations Far below expectations Expenditure to: increase/ decrease/ remain the same</p> |

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| | <p>additional PM interventions with the view to increasing pm interventions across the school – particularly in reading.</p> <p>Expenditure with regards to the booster teachers will remain the same.</p> | | |
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3. Wider Strategies for Current Academic Year

| Measure | Activity | | |
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| Priority 1 | To ensure all pupil’s pastoral needs are supported, they have access to mental health and wellbeing support and their needs inform adult responses to their behaviour. | | |
| Priority 2 | To ensure that we support our families so that our most disadvantaged children build the same cultural capital over time as their non-disadvantaged peers. | | |
| Priority 3 | Engage all parents in the learning, aspirations and ambition of pupils. | | |
| Projected Spending | £72,655 | | |
| Annual review notes | <p>Year 1</p> <p>To ensure all pupil’s pastoral needs are supported, they have access to mental health and wellbeing support and their needs inform adult responses to their behaviour.</p> <p>This has been significantly important in light of lockdown and responding to emerging needs as necessary.</p> <p>Our dedicated Pastoral Care Team have taken on many more children this year and we have added capacity with our Speech and Language, SEND and Art technician TAs who have all taken on additional interventions in order to better support the wellbeing and mental health needs of those children who need this form of targeted support.</p> <p>We continue to ensure that children’s 1:1 and group time with learning mentors is prioritised.</p> <p>We have continued with our training, both new and refresher training around Trauma Informed Practice.</p> <p>We have adapted our behaviour policy to be reflective of our trauma informed approach. Including the resources implemented that support teachers. The</p> | <p>Year 2</p> <p>Assessment of strategies and impact</p> | <p>Year 3</p> <p>Assessment of strategies and impact</p> |

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| | <p>impact this has had on our children and the relationships between staff and children has enabled significant steps towards open dialogue. This also contributed to the school being awarded Flagship status for the Inclusion Quality Mark.</p> <p>We will be taking our trauma informed practice further as we embark on our journey to become a Flagship trauma informed school within the borough and as the Headteacher and Assistant Headteacher deliver consultation and training as part of E-tips and deliver training as part of the school's partnership with NFPS. This will strengthen the position of the school as a trauma informed school and open additional resources that will best support our children.</p> <p>We will also continue to strengthen our partnerships with Aspire and Father2Father to implement best support for our children.</p> <p>To ensure that we support our families so that our most disadvantaged children build the same cultural capital over time as their non-disadvantaged peers.</p> <p>Throughout lockdown the school was on hand to support those families who required it. This ranged from provision of laptops, access to resources, food parcels and mental health guidance and direction for support amongst other support.</p> <p>Subject specific cultural capital has been a focus particularly in reading, writing and maths in that the key identified areas to enable all children to succeed are addressed. Again, this is also informed by the teaching and learning priorities as above in that this will continue to be addressed through the planned curriculum changes. Where cultural capital areas have been identified these have been planned into as many elements</p> | | |
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| | <p>of both core and foundation curriculum. We have invested significant time and resources into developing this through our work with our new SIA.</p> <p>In terms of wider cultural capital with regards to development of the whole child teachers have been planning experiences into their lessons that provide opportunities children may not have access to otherwise – this will be reinforced once all restrictions are removed and we can have more visitors and external visits.</p> <p>We have been unable to develop cultural capital through external experiences as part of the intended funding was initially allocated to trips and experiences in order to ensure our disadvantaged children receive the same opportunities as their non-disadvantaged peers. These were unable to go ahead due to ongoing restrictions but we will ensure that wherever restrictions allow from September 2021 onwards these experiences externally will be re-instated.</p> <p>Engage all parents in the learning, aspirations and ambition of pupils.</p> <p>This target will be better engaged with next year. We had made steps initially in order to further involve parents in the learning journey – including curriculum newsletters for each year group that set out the curriculum intentions but also provides access to strategies and experiences. However, we had planned to reinforce these with more face to face events and workshops to further reinforce the community nature of our approaches.</p> <p>Again, due to the nature of the pandemic and the need to maintain social distancing even when schools were not in lockdown we have been unable to engage with the majority of our parents on a face-to-face level. For those who have required support, we have ensured that all necessary support has been put in place</p> | | |
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| | <p>and supported parents more so than ever with personal circumstances this past year.</p> <p>We have engaged with parents as far as possible through MSTeams and social media, including online parents' evenings. However, contact and support has remained in place regularly for those families who require it and our Pastoral Care Team have maintained a rigorous schedule of both planned and ad-hoc support.</p> <p>Our initial plans included driving attendance at curriculum workshops and ensuring engaging activities were on offer to firstly disseminate the curriculum intent but to also offer practical strategies for supporting children with their learning at home. We took the decision not to offer these remotely due to the planned nature of ensuring they were hands on and practical with the intention to resume them once we begin allowing parents more freely into the school. Additionally, it was necessary to adapt the parent workshops to support parents in supporting their children with remote learning and accessing MSTeams. Turnout for these online workshops was steadily high and significantly increased the number of children engaging in remote learning during the spring lockdown.</p> <p>We also ensured that parents were aware that we valued their feedback and we sent out surveys during the lockdown requesting feedback on their child's remote learning. We used this information to make immediate changes e.g. workload in EYFS and to issue additional IT equipment or to target pastoral support. Again, responses to these surveys was significantly high and we were able to reach large numbers of families.</p> | | |
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| <p>Annual review overall assessment</p> | <p>To ensure all pupil’s pastoral needs are supported, they have access to mental health and wellbeing support and their needs inform adult responses to their behaviour.</p> <p>We are currently at expectation in this area. We have invested significant time through staff training and our whole school journey towards becoming a Trauma Informed school.</p> <p>Funding in this area will remain the same. We have partnered with E-Tips and will work as trauma champions within Enfield with the view to becoming a flagship trauma informed school. Both the Headteacher and Assistant Headteacher have received training to become trainers in this area.</p> <p>To ensure that we support our families so that our most disadvantaged children build the same cultural capital over time as their non-disadvantaged peers.</p> <p>We are currently at expectation in this area. We have invested significant time and resources through the Pastoral Care Team including our Parent Support Advisor who works very closely with key families alongside our welfare officer. However, there are significant needs across our school and any capacity that we can build in this area will expand our area of influence.</p> <p>Due to covid restrictions, we had to be creative in our approaches to developing cultural capital and experiences – this will be a focus next year as we expand the opportunities that our children are in receipt of.</p> <p>Funding in this area will remain the same as initially planned. We will be undertaking many more local experiences and strengthening our partnership with the ETSP in our ETSP Art project that will benefit our KS2 children and our intergenerational project that will further</p> | <p>Performance towards target: Far above expectations Above expectations As expected Below expectations Far below expectations Expenditure to: increase/ decrease/ remain the same</p> | <p>Performance towards target: Far above expectations Above expectations As expected Below expectations Far below expectations Expenditure to: increase/ decrease/ remain the same</p> |
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| | <p>build on the cultural capital opportunities for our children.</p> <p>Engage all parents in the learning, aspirations and ambition of pupils.</p> <p>We are currently at expectation in this area. We have significant work to do in terms of bringing the engagement of parents back to face to face and beginning our implementation of stimulating workshops that will engage and inspire parents with their child's learning.</p> <p>Funding in this area will increase as we welcome parents back into the building and implement the planned workshops. We will increase funding in order to think creatively about ensuring maximum attendance including coinciding workshops with events such as menu tasting.</p> | | |
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Our review process

Annually reviewing a one-year pupil premium plan and creating a new plan each year is time-costly and ineffective. This three-year approach allows us to dedicate more time up-front and introduce light-touch reviews annually. During a light-touch review, we will review the success of each intervention, based on evidence, and determine the most effective approach moving forwards – adapting, expanding or ceasing the intervention as required. The progress of pupils in receipt of the PPG is regularly discussed with teachers and subject leads and we have an ongoing Pupil Premium monitoring document that is updated weekly and allows teachers to track and measure progress towards key priorities. Once the three-year term has been completed, a new three-year strategy will be created in light of the lessons learned during the execution of the previous strategy, and with regard to any new guidance and evidence of best practice that becomes available. The Headteacher and Assistant Headteacher are responsible for ensuring a pupil premium strategy is always in effect.

Accountability

Ofsted inspections will report on the attainment and progress of disadvantaged pupils in receipt of the PPG. The school is held to account for the spending of the PPG through the focus in Ofsted inspections on the progress and attainment of the wider pupil premium eligible cohort; however, they will not look for evidence of the grant's impact on individual pupils, or on precise interventions. Additionally, we publish this strategy for using the pupil premium on the school website.

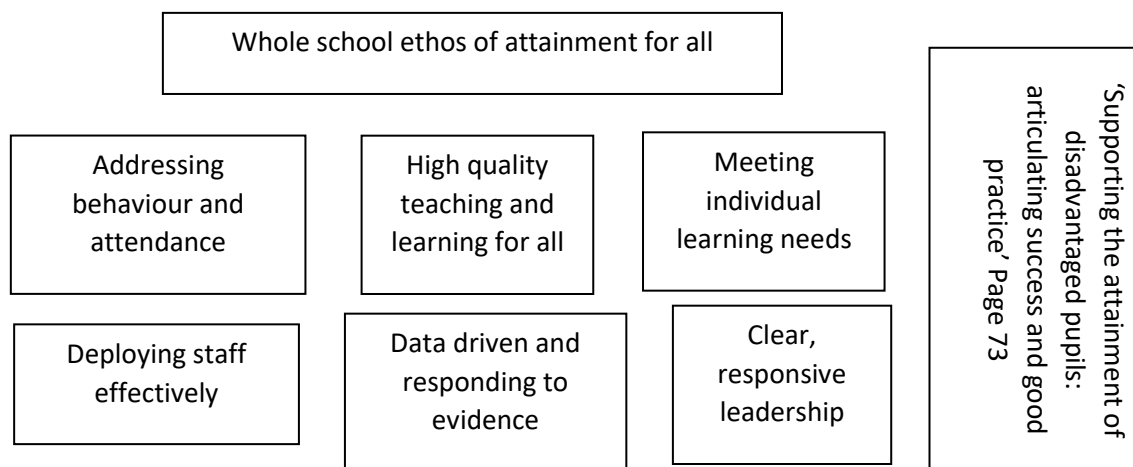
Appendix 1

| | Non-Academic Barriers | Actions undertaken/ evidence base*/ rationale <small>https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/413197/The_Pupil_Premium_-_How_schools_are_spending_the_funding.pdf</small> |
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| | Attendance concerns | <ul style="list-style-type: none"> ○ Alarm call for targeted parents ○ First call and follow up for vulnerable pupils ○ Weekly tracking – meetings between admin ○ Celebration of 100% ○ Letters to parents / carers – including pupils who are regularly late. These letters have been reviewed and updated to provide parents with clear, easy to understand information about the effect of absence and lateness on educational outcomes ○ Meetings with teacher ○ Meetings with DSL / SENDCo ○ Home visits / house calls ○ Coordination with outside agencies ○ Holiday Fines ○ 15 Day penalties ○ EWO referrals ○ Medical Care Plans ○ Provision of free breakfast club (time specific) |
| | Lack of parental engagement in some hard to reach families | <ul style="list-style-type: none"> ○ Half-termly whole-school newsletters ○ Introduction of year group specific half-termly newsletters ○ Parent Handbook and additional Induction Pack ○ Induction days ○ Stay and play sessions in Nursery and Reception ○ Support for parents via website ○ Focus on routines and expectations in first term ○ Small group interventions around early reading / maths skills ○ Speech and language interventions ○ Targeted social groups ○ Parent workshops throughout the year ○ School Twitter ○ Translation of important documents / general information for EAL families |
| | Lack of focus and confidence due to poor mental health and wellbeing and Poor behaviour of some children | <ul style="list-style-type: none"> ○ Staff training around Growth Mindsets ○ Staff training around ACEs ○ Focus in teaching and learning on resilience – monitored through learning walks / book looks/ pupil interviews ○ Whole school assemblies which focus on this area ○ Wraparound provision ○ Bespoke support for individual pupils ○ ‘Break out’ areas ○ Use of Active 10 |

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| | | <ul style="list-style-type: none"> ○ Whole school focus on PSHE and Circle Time ○ Avoidance of internal and external exclusions ○ Consistent behaviour for learning approach and targeted responses to individuals – staff training on personalising behaviour responses ○ Removal of punitive system of consequences and focus on openness and discussion with children |
| | School is located in an area of high deprivation | <ul style="list-style-type: none"> ○ Whole school poverty-proofing of curriculum and opportunities through not charging / subsidising ○ Subsidising of trips and visits, including residential ○ Provision of instrument tuition ○ Provision of breakfast club ○ Provision of uniform and other essential clothing and other items ○ School food bank ○ Signposting to support – i.e. Food Banks / free holiday activities ○ Support for parents completing applications |
| | Lack of wider experiences our children have access to | <ul style="list-style-type: none"> ○ Experiential learning through visits and visitors ○ Curriculum hooks ○ Nurturing of particular talents and interests ○ Art specialist TA ○ Sporting opportunities ○ Inter-borough competitions ○ Borough performances ○ Seasonal traditions e.g. nativity/ pantos etc. |
| | Low levels of academic proficiency and confidence in parents and lack of importance placed on education by some | <ul style="list-style-type: none"> ○ PSA role, including signposting of advice and support ○ IQM school ○ New Parent Brochure / Reception Storybook ○ Enhanced school website ○ Nursery and Reception stay and play ○ Year 6 SATs Meetings ○ 'Meet the Team' assemblies ○ Termly 'Drop Ins' ○ Termly Consultation Evenings ○ Workshops for parents ○ Residential meetings for Y6 parents ○ Performances – in and out of school |
| | SEND | <ul style="list-style-type: none"> ○ Constant 'Plan / Do / Review' cycle ○ Progression through My Targets, One Plans and EHCPs as appropriate ○ Equality Impact Assessments of all areas of the curriculum ○ Accessibility Plan ○ IQM school ○ Specialist SEND TA ○ Specialist Speech and Language TA |

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| | | <ul style="list-style-type: none"> ○ Lead TA for RWI and specialist groups ○ CPD for staff ○ Disability awareness raising ○ Additional support for individual pupils ○ Alternative Provision ○ Therapeutic support for individuals ○ Support for parents choosing next placement for pupils, including transfer to specialist provision. ○ Wide range of support materials and resources ○ Bespoke / appropriate sporting opportunities |
| | Safeguarding concerns | <ul style="list-style-type: none"> ○ DSL(s) – training is kept current ○ DSL(s) provide training for all staff ○ NSPCC Assembly for ○ Multi-agency working – through MASH, CAP, EHAs, etc ○ DSL Supervision at each SLT Meeting ○ Pastoral Care Team ○ Safeguarding software – all staff trained ○ All visitors briefed with regards to safeguarding |

Appendix 2: Research Drivers



<https://www.gov.uk/government/publications/school-culture-and-practice-supporting-disadvantaged-pupils>