

## Summary of Pupil Premium Grant Spending 2020/21 (Ever 6)

*(Pupils entitled to Free School Meals)*

<b>Number of pupils and Pupil Premium Grant (PPG) received</b>	
Total number of pupils	442
Number of pupils entitled to PP (FSM – 'Ever 6')	77
Amount of PPG received per pupil	£1,320/2,300
Total Pupil Premium Grant	£112,420

### **Objectives for spending PPG:**

1. To improve outcomes for disadvantaged children in Reading, Writing and Maths
2. To accelerate closing the gap for disadvantaged children in Reading, Writing and Maths.
3. To strengthen and embed Early Reading skills for disadvantaged children.
4. To improve behaviours for learning for disadvantaged children.

## **PUPIL PREMIUM AIMS FOR SPENDING AND IMPACT**

### **Strategy**

We have a clear, strategic 3-part model approach for Pupil Premium funding provision, which focuses on the following:

- whole-school strategies that impact on ***all pupils***
- focussed support to target ***under-performing pupils***
- specific support targeting ***pupil premium pupils***

our determined and committed leadership team and wider staff ensure that Pupil Premium funding and provision impacts achievement, attendance and pastoral care. This includes an identified governor having responsibility for Pupil Premium. The Head teacher, Deputy Head and SENCo are responsible for monitoring provision and outcomes, and the wider staff team to implement and evaluate provision. The Deputy Head teacher and SENCo regularly evaluate pupil premium outcomes compared to other pupils in school to ensure the correct strategies and provision are in place.

Interventions	# Pupils	% Grant	Cost (£) Per Year	# PP Pupils
<b>TEACHING &amp; LEARNING</b>				
Catch up Reading Comprehension (x 4 per wk) Y6	28	30%	34 069	18
Catch up Maths Y6 (x 4 per wk)	26			15
Pre/post/ closing gaps/1:1 conferencing Year 1-6	28			19
Pre/post/ closing gaps/1:1 conferencing Year 2-3	35			20
Pre/post/ closing gaps/1:1 conferencing Year 4-5	37			23
Devices/Dongals for Remote Learning (YR-Y6)	67			52
Phonics Interventions (Y2, Y3,)	20	6%	6 421	20
Pre/post/ closing gaps/1:1 conferencing Year 1-6 (Writing)	54			29
Pre/post/ closing gaps/1:1 conferencing Year 2-3 (Writing)	42			20
Pre/post/ closing gaps/1:1 conferencing Year 4-5 (Writing)	65			23
Language (Vocabulary) Programme (Word Aware)	240			77
Outdoor learning resources to encourage physical development (YR-Y1)	240			9
Speech and Language sessions (External YR-Y2)	34	18%	19 738	9
Speech & Language Therapy (Y3-Y6)	19			7
<b>PASTORAL</b>				
School Counsellor (90% costs)	48	14%	15 500	23
EP Services (90% costs)	12			4
Social groups and behaviour support (ELSA)	10	23%	25 507	6
Pastoral Lead Support (Nurture groups/playground activities)	10			6
Additional ELSA Adults (x2)	15			8
<b>ENRICHMENT</b>				
Chess Enrichment Year 3	60	0.8%	900	10
Music enrichment (Y4)	60	2%	2 000	18
Rock Steady Music Y1-Y6)	120	2%	2 400	80
Haringey Pirates (Y5)	25	3%	3 725	13
After School and Breakfast Clubs	60	1%	1 580	51
Cooking/Gardening	60	0.5%	580	47
<b>TOTAL</b>			<b>£112 420</b>	

PPG Plan 2020-21	Item/Project	Targeted pupils	Cost from PPG funding	Monitored by	Intended outcomes	Summer Term Progress/Impact
Continuing Professional Development	Training to implement LMS to provide high quality blended and remote learning.	All Years		HT <i>Governors standards committee</i>	Develop an understanding of the theory and rationale behind the new approach and to introduce skills, knowledge, and strategies. Establish teaching priorities and strategies. Develop a sustained programme of upfront training and follow on support.	<p>Training has been delivered to all staff. Two surveys for staff have determined next steps in training, teaching priorities and strategies required for spring term. Covid interrupted training schedule for spring. To be resumed in summer term.</p> <p><b>SUMMER 2021</b> Training, staff, parent, and pupil surveys including QA of provision demonstrates that blended and remote provision is embedded.</p>
Ensuring high quality blended and remote learning through access to technology	Ensuring that teachers and pupils are provided with sustained support and guidance to use specific platforms particularly if new forms of technology are being implemented.	All Years		DHT <i>Governors standards committee</i>	Ensuring all remote learning uses digital technology, establishing routines that can be embedded for the academic year ahead. Remote learning provision is provided for pupils who are absent from school, in both planned or relatively unplanned circumstances.	<p>Remote learning guidance and expectation established which include procedure for Covid absence. Surveys with families established device needs. Fulfilled where required.</p> <p><b>NEXT STEPS: Summer 2021</b> Subject leaders to establish routines that can be embedded for the academic year ahead using technology to ensure staff and children remain upskilled.</p> <p><b>SUMMER 2021</b> Routines for using technology across each curriculum area developing although not embedded. Focus for 2021-2022</p>
High quality one to one and small group tuition	Tuition delivered by qualified teachers, Tutoring interventions for pupils who are lower attaining used as a targeted catch-up strategy	All Years		DHT, SENCo	Reliable data is being used to inform selection of children to receive additional tutoring, thus securing judgements.  A planned timescale for the tuition, with clear entry and exit strategies ensures	<p>Disadvantaged children's register established and reviewed each term and used to inform priority tutoring selections.</p> <p><b>NEXT STEPS: Summer 2021</b> 15 week 'catch up' funding tuition to be evaluated; in house 'learning</p>

					the work of the tutors is aligned with classroom practice.	<p><b>reviews' should reflect accelerated outcomes.</b></p> <p><b>SUMMER 2021</b></p> <p>Learning reviews demonstrated 75% accelerated progress achieved. Evaluation and surveys of outside provision demonstrated high engagement and enjoyment.</p>
Assessment focused to support high quality teaching, exploring ways of addressing pupils' learning needs "live" within the classroom	Establish which assessment tasks will give the best diagnostic information about the prerequisite knowledge, skills and competencies we want our students to develop through the school curriculum.	All Years		DHT Governors standards committee	Well-designed multiple-choice questions explicitly targeting common misconceptions, supports responsive teaching within lessons, with next step tasks identified and set immediately for individual pupils.	<p><b>Subject leaders are using data and monitoring to identify and target outcomes for children.</b></p> <p><b>Pre/post teaching processes are enabling rapid identification and implementation of support.</b></p> <p><b><u>NEXT STEPS: Summer 2021</u></b></p> <p><b>Forensic focus in R W M on areas that have been identified in spring, through subject and disadvantaged leads analysis of data and monitoring, targeting closing the gap.</b></p> <p><b>SUMMER 2021</b></p> <p>Half termly reviews with forensic focus proved substantially impactful in continued identification of and closing gaps. Process to be refined and broaden for 2021-22.</p>

PPG Plan 2019-20	Item/Project	Targeted pupils	Cost from PPG funding	Monitored by	Intended outcomes	Summer Term Progress/Impact
Phonics groups	YN to Yr2, staffing costs and training. Review, evaluation and assessment of progress of groups on a half termly basis.	YN, R, 1 and 2		DHT, Phonics leader, Governors standards committee	Continue embedding phonics and early reading skills and confidence  PPG pupils make substantial progress (+1 point above other pupils)  Rapid interventions for DIS + EAL supports accelerated outcomes.	Current Y2 took Y1 phonics screening in December 2020. 22% of cohort = disadvantaged. 38% of disadvantaged = SEND. 62% of disadvantage achieved expected standard. <b>NEXT STEPS: Summer 2021</b> Targeted continuation of phonics for children that did not achieve expected standard. <b>SUMMER 2021</b> Y1 cohort 13% = disadvantaged 38% of disadvantaged = EAL 33% of disadvantaged achieved expected standard.
Reading support	Refresher course for existing Volunteer Parent Readers to develop reading comprehension skills with identified pupils.  Workshops for parents and carers of disadvantaged pupils to develop skills for reading with their children.  ESOL for EAL parents to support acquisition of English			DHT & SENCo	Ensure attainment gaps in reading are supported too close. Increase engagement by parents as evidenced by increase in parental volunteers so that every year group has at least one parent volunteer attending on a weekly basis.	Covid 19 impacted on the implementation of parent volunteers for reading. In house provision for target KS2 children led by Librarian implemented. <b>NEXT STEPS: Summer 2021</b> Disadvantaged lead to establish additional reading provision for KS1 children. <b>SUMMER 2021</b> Y1 = 25% accelerated progress Y1 = 63% expected progress Y2 = 46% accelerated progress Y2 = 23% expected progress
Curriculum and intervention resources	Cost of Literacy Shed resources to develop Reading/Comprehension skills and richer vocabulary/sentence structure for disadvantaged pupils.	All Years		DHT Governors standards committee Subject leads	Improve confidence and accuracy within reading so that pupils make substantial progress from starting points.  Disadvantage + EAL pupils are	Reading lead established VIPERS whole school. PiRa established for summative assessment which produces standardized reading scores. In house training in Tier 2 and 3 vocabulary specifics implemented.

	Vocabulary appropriate activities developed for each area of the curriculum EYFS-Y6 that embed using and applying in a range of contexts				competent is using and applying rich vocabulary.  Key vocabulary embedded and applied in all curriculum areas; planned outcomes demonstrate children able to use and apply independently.	<b><u>NEXT STEPS: Summer 2021</u></b> <b>Establish context for disadvantage + EAL pupils to frequently use and apply rich vocabulary through the use of technology (Flipgrid).</b> <b><u>SUMMER 2021</u></b> <b>Survey outcomes for EAL + dis children and monitoring of remote learning provision and outcomes demonstrate 100% engagement with Flipgrid, evidencing more sophisticated use of language. Focus for 2022: embed the use of Flipgrid</b> <b>History/geography/science.</b>
Lunchtime Nurture Club and playground activities	Funding to continue to staff a Nurture Club for pupils who find the playground difficult to cope with.  Funding of additional staff to staff extra nurture provision focusing on disadvantaged SEN pupils identified as needing to develop social skills and friendships.  Training for 'Play Pals' and funding for equipment to support pupil led games within the playground.  Focus for disadvantaged pupils to lead this and to engage younger pupils.			SENCo, DHT, Lunchtime Manager and Pastoral Lead	Raise self-confidence and self-belief in disadvantaged pupils, increase confidence to resolve conflicts so that learning is not disrupted and pupils develop resilience when challenged focus on SEND PPG .  Reduce recorded behaviours by 25% during lunchtime for disadvantaged pupils.	<b>Zones of Regulations implemented whole school. 1:1 and small group social skills groups established.</b> <b><u>NEXT STEPS: Summer 2021</u></b> <b>Social skills mentor to establish lunchtime/leadership provision aimed at preventing 'flash points' for vulnerable disadvantage children behavior.</b> <b><u>SUMMER 2021</u></b> <b>54% reduction in recorded behaviors during lunchtime. Additional provision planned for 2021/22 with target of 80%.</b>
Leadership Opportunities	Development of opportunities for disadvantaged pupils to lead and take on responsibilities within school, also developing resilience, being proactive, etc. to prepare pupils for the wider world.  Training for staff to build a programme of opportunities.	KS2		SENCo, DHT, Lunchtime Manager and Pastoral Lead	To develop confidence and independence in learning, especially for disadvantaged pupils.  Pupils to demonstrate greater awareness of opportunities that are open to them in the wider world.	<b>Covid 19 impacted implementation here,</b> <b><u>NEXT STEPS: Summer 2021</u></b> <b>Social skills mentor and disadvantaged lead to establish in school summer program to support.</b> <b><u>SUMMER 2021</u></b> <b>TBC</b>

Mentoring / Behavior Support	<p>Pastoral Lead to engage identified pupils from this group in developing strategies for independence and success in learning.</p> <p>Embed program further with school council supported to become more visible in leading (2019/20)</p>	All Years		<p>SENCo, DHT, Pastoral &amp; School Council Lead</p>	<p>Further reduction in exclusions for disadvantaged pupils.</p> <p>Reduce recorded behaviors by 75% during 2019-20 for disadvantage pupils.</p>	<p><b>Target achieved.</b></p> <p><b>NEXT STEPS: Summer 2021</b></p> <p><b>Ensure behavior incidences remain below 75%.</b></p> <p><b>SUMMER 2021</b></p> <p><b>54% reduction in recorded behaviors during lunchtime. Additional provision planned for 2021/22 with target of 80%.</b></p>
Financial Support	<p>Offer some limited financial support to students of low income families for uniform, music lessons (Rocksteady) and equipment where necessary.</p> <p>Provide funding to all Y5 disadvantaged children to support closing the gap for Y6 (Haringey Pirates).</p>	All year groups		DHT	<p>Wellbeing and readiness for school leading to reduction in concerns for key families. Enrichment opportunities presented to disadvantaged pupils.</p>	<p><b>Provision continued virtually with 85% attending Haringey Pirates. Rocksteady entitlement increased by 15%. However due to Covid and availability of staff Rocksteady has ceased for the moment.</b></p> <p><b>NEXT STEPS: Summer 2021</b></p> <p><b>Impact of HP to be ascertained.</b></p> <p><b>SUMMER 2021</b></p> <p><b>Attendance dipped to 80% Haringey Pirates. Rocksteady maintained 15%. Increase.</b></p>
Extra-curricular subsidy	<p>Trip and visits across the school including School Journey, curriculum visits, performers in school and workshops. (Wigmore Hall)</p> <p>Support for attendance at sports after school clubs to develop skills and sportsmanship.</p> <p>Support for disadvantaged pupils to attend holiday clubs.</p> <p>Places provided at after school clubs for disadvantaged pupils (both sports and subject based).</p>	All Years		<p>SENCO, DHT and PE Lead</p>	<p>Enrichment opportunities presented to disadvantaged pupils.</p> <p>Target 50% attendance at identified clubs by disadvantaged pupils.</p>	<p><b>Impacted by Covid 19</b></p> <p><b>SUMMER 2021</b></p> <p><b>Remained impacted by government guidance. New provisions to commence 2021/22</b></p>