The Smallberry Green Primary Pupil Premium Strategy Statement

1. Summary information					
School	The Smallberry Green Primary School				
Academic Year	2021/2022	**Total PP budget**	£112,980	**Date of most recent PP Review**	September 2021
Total number of pupils	376 pupils	**Number of pupils eligible for PP**	76 pupils	**Date for next internal review of this strategy**	July 2022

2. Current attainment (KS2) – this is from 2018/19 cohort as there was no statutory assessment in 2020/21		
	Smallberry Green Pupils eligible for PP (excluding Evergreen)	*All Pupils Nationally*
% achieving in reading, writing and maths	45%	65%
% achieving at the expected standard or better in reading	64%	73%
% achieving at the expected standard or better in writing	77%	78%
% achieving at the expected standard or better in maths	59%	79%
% achieving at the expected standard or better in grammar, punctuation and spelling.	86%	78%
% making progress in reading	Not yet available	0.0
% making progress in writing	Not yet available	0.0
% making progress in maths	Not yet available	0.0
3. Current attainment (KS1) - this is from 2018/19 cohort as there was no statutory assessment in 2020/21		
	Smallberry Green Pupils eligible for PP (2019)	*All Pupils Nationally*
% achieving in reading, writing and maths	82% (school result)	-
% achieving at the expected standard or better in reading	82%	75%
% achieving at the expected standard or better in writing	82%	70%
% achieving at the expected standard or better in maths	82%	76%

% making expected or better progress in reading from EYFS to end of KS1	100%	-
% making better than expected progress in reading from EYFS to end of KS1	9%	-
% making expected or better progress in writing from EYFS to end of KS1	100%	-
% making better than expected progress in writing from EYFS to end of KS1	18%	-
% making expected or better progress in maths from EYFS to end of KS1	91%	-
% making better than expected progress in maths from EYFS to end of KS1	27%	-

4. Current attainment (EYFS) - this is from 2018/19 cohort as there was no statutory assessment in 2020/21		
	Smallberry Green Pupils eligible for PP (2019) – 4 children	*All Pupils Nationally*
% of children achieving a good level of development	50%	72%
% achieving at the expected standard or better in reading	75%	77%
% achieving at the expected standard or better in writing	50%	74%
% achieving at the expected standard or better in number	50%	79%
% making expected or better progress in reading from beginning of Reception to the end of Reception	100%	-
% making expected or better progress in writing from beginning of Reception to the end of Reception	100%	-
% making expected or better progress in number from beginning of Reception to the end of Reception	100%	-

5. Barriers to future attainment	
In-school barriers	
A.	Identified gaps in prior learning not being addressed particularly at higher levels
B.	PPG Boys not performing as well as PPG girls.
C.	Language and communication skills of PPG pupils were not sufficiently met.
External barriers	

D.	Low or inconsistent attendance for pupils eligible for PPG.
E.	Aspirations of pupils being lower of those non-PPG children

6. Desired outcomes

	Desired outcomes and how they will be measured	*Success criteria*
A.	Barriers to children achieving at expected and higher levels due to access to learning during the pandemic are identified and addressed through targeted support, a robust assessment system and an effective broad and balanced curriculum.	A higher percentage of PPG pupils achieve at a greater depth in all areas. Identified PPG pupils make accelerated progress to ensure that they achieve expected level. Assessment system (PiXL) is more robust tracking previous attainment of all pupils from EYFS and KS1. Pupil progress meetings held termly by all of SLT & PPG chn targeted through teacher support and interventions including PIXL therapies and phonics groups. After school booster groups and 1:1 sessions for identified PPG children.
B.	Curriculum delivery and lesson delivery engages, motivates and challenge boys across the school.	Monitoring of lessons, particularly outcomes for PPG boys, indicates improved engagement, behaviour for learning and a higher percentage working at the expected standard or better or making improved progress. Curriculum medium term plans are robust and provide a progressive and broad curriculum in all subjects. Curriculum fact sheets are disseminated to parents and adhered to across the curriculum. The curriculum is continually adapted to meet the needs of boys across the school, eg. Class texts. Attainment and progress of boys is tracked as a specific group throughout the year. Targeted active support for boys at lunch time results in improved behaviour for learning and outcomes for boys across the curriculum. The school invests in schemes of work to inspire all children, especially boys and these ensure that boys are making accelerated progress in all curriculum areas.
C.	Assessment system identifies issues with pupil language and communication development and curriculum is developed to match and meet needs of pupils.	Children have frequent opportunities to develop language skills throughout the curriculum through a rich diet of debate, discussion and recital. This is promoted through home learning as well as in school. EAL children are assigned to specific interventions which include pre-teaching and PiXL EAL resources. EAL training for staff and liaison with schools with a proven record for teaching EAL successfully. Speech Therapy and Speech and Language interventions are successful and target children with specific needs. Class assemblies and other performances are reinstated safely to allow children the opportunity to practice and showcase their language skills.
D.	Increased attendance and punctuality rates for pupils eligible for PPG	Reduce the number of persistent absentees among pupils eligible for PP to 8% or below. Overall PP attendance improves to 96% in line with 'other' pupils. School employs own EWO to support and address persistent absenteeism. PPG children targeted by sports coach at lunch-time to encourage good attendance. In the event of a future lockdown, the school will ensure that the most vulnerable children are able to attend school where possible and access online learning.

		Revised behaviour culture throughout the school supports the increased attendance and punctuality rates for PPG children. ELSA and wellbeing support in school results in increased attendance and punctuality.
E.	To develop pupils own ambitions and aspirations of how successful they can be in education and employment.	Increasingly clear and accessible communication with parents regarding curriculum learning ensures that all parents are aware of the importance of education. Improved rates of attainment and progress of pupils eligible for PPG through developing the 'whole child' and robust tracking and provision. Specification of trips/visitors/wellbeing activities for each year group (covid dependant) so each year groups provides consistently high quality enriching experiences for groups of children. Increase sporting competitions and challenges for PPG children through Sports Impact and C8. After school clubs are targeted towards PPG children. Revamped aftercare is structured to ensure that children are engaged and continue learning through following their own interests

7. Planned expenditure	
Academic year	£112,980

The three headings below enable our school to demonstrate how we are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A	-Embedding and monitoring of PiXL throughout the school - Assessment for learning informs future targeted support - Bespoke intervention to support pupil catch-up - Use of new management system for assessment to identify vulnerable groups within the PPG cohort.	-Evidence from Pupil progress meeting in relation to pupil's prior learning. - Pupil's work -	-whole school strategy -SLT responsible for key areas -Regular monitoring and feedback -Review of systems	HLH DW CF SS	termly
B	-In school training -Tailored resources to motivate all children curriculum - Positive male role models - learning from best practice - High quality, targeted CPI	-pupil outcomes -lesson monitoring -Pupil voice - Gaps in attainment between groups reduce - increased attendance	-whole school strategy -SLT & MLT responsible for key areas -Regular monitoring and feedback -Review of system -Targeted training for staff and induction	HLH DW CF SS ST ED HB	termly

C	-Development of language across the curriculum -exposure to quality and engaging text. - Increase exposure to reading across the school - Whole school focus on debate/discussion/recital. - Increasing enthusiasm for reading. - Commission Speech and Language Therapist to work with targeted children.	-pupil outcomes -lesson/book/pupil-conference monitoring -staff feedback	-whole school strategy -SLT/MLT responsible for key areas -Regular monitoring and feedback -Review of system -EAL training/resourcing for staff	HB DW SS	termly
E	- continue to improve relationships with families - continue to remove barriers between home and school -Increase memorable, enriching opportunities for all children - Due to current circumstances, adapt the way we communicate teaching and learning to families.	-some pupils not achieving to their potential -engagement of some families and children - limited exposure to a variety of rich experiences of children - Due to covid restrictions, lack of enrichment experiences at school during the past two years.	-whole school strategy -SLT/MLT responsible for key areas -Regular monitoring and feedback -Review of system -Monitoring of quality & consistency of trips/workshops and hook days. - Monitoring of extra-curricular provision	HLH SS	termly
				Total budgeted cost	£4200 £6750 £6039

ii. Targeted support

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

A and C	-targeted support in English (esp reading and Speaking and Listening) and maths led by TA's & teachers to meet pupils needs. (Overseen and organised by DW and phase leaders). Hounslow Reading Project - PPG children are prioritised for Speech and Language Therapy and intervention groups. - Vocabulary extension groups - Extra reading opportunities with adults	-pupil outcomes	-monitoring of impact of intervention programmes -Setting targets and measuring progress	HLH DW CF SS ST ED HB	Half termly
				Total budgeted cost	£46,016 £41,100
iii. Other approaches					
Desired outcome	**Chosen action/approach**	**What is the evidence and rationale for this choice?**	**How will you ensure it is implemented well?**	**Staff lead**	**When will you review implementation?**
D	-increased monitoring by EWO -work with families -First day contact for absences - Budget provided for children to choose attendance treat.	-absence rates of PPG pupils -Number of PPG pupils being judged to be persistent absentees. -Gaps in learning for some pupils with poor attendance. -Punctuality of PPG pupils	-monitoring by HT and regular data collection. -targeting of families.	HLH	Weekly by LH
E	Increased emotional support for specific children across the school, including ELSA, play therapy and wellbeing weeks. School visits and after school clubs subsidised Access clubs available after school and lunch time.	-children with emotional issues attain less well & come to school less regularly -emotional issues provide a barrier to learning	-KB to run ELSA across the school for targeted children -KB to implement use of the 'worry' box across the school - targeted play therapy sessions - Visitors into school. - CPL for staff	KB CF	Half-termly by CF
				Total budgeted cost	£8063.00

8. Review of expenditure **Due to the partial shut-down of the school as a result of Covid-19 and the cancellation of statutory assessments, the school is unable to provide definitive quantitate measures of progress. It has also meant the priorities for the PPG children in the school were changed during the second half of the school year.**			
Previous Academic Year	**2020-21 - Total funding** £110,880		
i. Quality of teaching for all			
Desired outcome **Chosen action/approach**	**Estimated impact:** Did you meet the success criteria?	**Lessons learned** (and whether you will continue with this approach)	**Cost**

Barriers to children achieving at higher levels are identified, addressed through targeted support, a robust assessment system and an effective broad and balanced curriculum.	94% of children in Year 2 children passed the phonics screening in Summer 2021. Due to the pandemic and many children not being in school for at least a term, the impact of the provision put in place by the school is hard to evidence. Online learning was differentiated during lockdown and vulnerable children attended school and those unable to do so were contacted and supported accordingly. PiXL has been embedded in the school. PiXL therapies support children through assessment for learning.	Teachers will need to revisit topics and curriculum areas which were missed by some pupils during the lockdown due to lack of engagement. As the government guidelines relax covid measures in school, ensure that PPG children have access to a wide range of experiences and interventions throughout the school.	£4200 £6750 £6039
Curriculum delivery and lesson delivery engages, motivates and challenge boys across the school.	Due to the turbulence experienced by children during the pandemic, time away from school has meant that many children have had a very unsettled year which has impacted on their learning and wellbeing. The curriculum plans have been revised and are engaging, motivating and challenging.	Increased support for children's mental health and wellbeing. Continue to monitor boys' engagement in the curriculum. Implement Pivotal behaviour culture throughout the school.	
Assessment system identifies issues with pupil language and communication development and curriculum is developed to match and meet needs of pupils.	When the children were in school, and able to access the language support being provided to them, identified children made excellent progress, however the breaks in support due to lockdowns and self-isolations meant that this support was interrupted.	Continue with tailored support for children with identified Speech and Language difficulties.	

ii. Targeted support

Desired outcome **Chosen action/approach**	**Estimated impact:** Did you meet the success criteria?	**Lessons learned** (and whether you will continue with this approach)	

Barriers to children achieving at higher levels are identified, addressed through targeted support, a robust assessment system and an effective broad and balanced curriculum. Assessment system identifies issues with pupil language and communication development and curriculum is developed to match and meet needs of pupils.	Targeted interventions took place whilst children were in school including PiXL therapies. Additional resources were provided for PPG children to use at home, eg additional school chromebooks, printed packs Lunchtime support to promote Speech and Language skills and Social Skills. Individual ELSA support for mental health and wellbeing of identified children.	Continue and increase targeted interventions, which will have more impact due to relaxation in the isolation rules. Continue and increase opportunities for wellbeing groups. Targeted support for children at lunchtimes.	£46,016 £39,000
iii. Other approaches			
Desired outcome **Chosen action/approach**	**Estimated impact:** Did you meet the success criteria?	**Lessons learned** (and whether you will continue with this approach)	**Cost**
Increased attendance rates for pupils eligible for PPG To develop pupils own ambitions and aspirations of how successful they can be in education and employment.	It is very difficult to comment on the levels of attendance for groups of children due to the pandemic Due to covid restrictions, this was difficult to address during the year. It will be a priority for the school during the next academic year. However, the school provided as many opportunities as possible within the guidelines, eg, virtual opportunities, working with Brentford FC, workshops and visitors when permitted.	Continue to monitor and first day follow-up. Continue to work with EWO and supporting persistent absentees. Continue to plan a wide range of opportunities for children in school including trips, visitors, clubs, performances, competitions, etc.	£8063.00
School's response for PPG children during Covid-19			

- Weekly phone calls to vulnerable families
- Delivery of food and organisation of food boxes
- Free school meals vouchers organised before government scheme came into force
- Vulnerable encouraged to attend childcare at school and lunch given as part of the care.
- Provided childcare for pre-school aged children of vulnerable families.
- Brentford coaches provided extra provision for vulnerable children in school.
- Play therapy continued
- Photocopied work provided for families without internet access/printing.
- Distribution of laptops for eligible children.
- Vulnerable children from other year groups encouraged to come back to school in the school's wider opening in June

9. Additional detail

The following documents have supported the school with writing this PPG strategy:

- School self-evaluation
- School development plan
- School monitoring information
- External reports
- Finance reports
- Governor minutes