



PUPIL PREMIUM 2021–22

Number of pupils	780
Proportion (%) of pupil premium eligible pupils	26%
Date this was published	October 2021
Date on which it will be reviewed	October 2022
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Governor	TBC

Funding Overview

Pupil Premium allocation this year	£274,380.00
Pupil premium funding carried forward from previous years	£0.00
Total Budget for this academic year	£274,380.00

Statement of Intent

At Mission Grove the pupil premium funding enables us to target the children in their education and also in their health & well-being. Quality teaching is the priority across the school. We want the best educational standards for all our children. During these trying times it is essential that we plan for learning to be fluid at home and school. Linking learning via our website and ensuring all have access to online learning. We are committed to rigorous self-evaluation systems and procedures to ensure the strengths and weaknesses are identified. We will encourage any changes necessary to raise standards and make available resources to deliver the improvements including any IT systems to aid learning and assessment. We will target teacher expectations as well as pupil under achievement and ensure that any TA support is used effectively.

The expectation for children to leave Mission Grove as well- rounded individuals with confidence and drive, not only considers the children's academic achievement but their health & well being too. At the school we use the Pupil Premium funding to offer children opportunities that may not have been accessible otherwise.

Challenges

Covid 19 has been a barrier to learning over the last two years, with intermittent schooling and home learning. It has narrowed the exposure to enriching activities the school has been able to provide, with fewer opportunities to have first-hand experiences.

Complex family circumstances, that have caused uncertainty and a negative impact on the children's mental health and well-being, manifesting in low self-esteem.

Low attainment in speech and language and social skills due to lack of socialising with peers and longer screen time for many children.

Falling numbers on role – Borough wide issues for Reception 2021

No comparative National data 2020/21, standardised levels for reading and maths for AR and own teacher assessment for writing and phonics.

Intended Outcomes

- Speaking and listening skills of pupils enables them to access the curriculum at an age appropriate lesson
- Writing fluency and reading comprehension gap is narrowed between non-pupil premium and children eligible for pupil premium
- Achievement of pupil premium pupils in line with non-pupil premium for numeracy
- Health and wellbeing of individuals and families eligible for pupil premium is prioritised through welfare support

Success Criteria

Children eligible for pupil premium to be at age expected levels for maths and reading – use of Accelerated reading and maths to assess.

Pastoral supported targeted for children enabling them to feel supported with their anxieties

Training and workshops available for parents to support their knowledge of the curriculum and how to support their child at home.

CPD for staff to ensure the delivery of quality first teaching across the school, with a challenging and progressive curriculum.

Year 1 phonics achievement in line with National.

Activity in this academic year

This details how we intend to spend our pupil premium funding this academic year to address the challenges listed above

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £16,296

Activity	Evidence that supports this approach	Challenge numbers addressed
CPD for support staff on a Monday afternoon		All pupils, especially pupil premium

CPD for middle leaders ensuring the curriculum is supports the children to be confident, resilient and independent	Ofsted framework – personal development & Quality of education Education endowment Foundation (EEF) Making best use of Teaching assistants	
Retention of staff through training and pay for change in role specific in intervention training	Previous years data	Key identified children

Targeted academic support (for example, tutoring, one to one support structured interventions)

Budgeted cost: £ 189,388

Activity	Evidence that supports this approach	Challenge numbers addressed
Early morning reading -		Identified readers targeted for 15 min reading sessions every morning before the normal start of the school day
Small phonics group teaching – using all available staff that are readwrite inc trained	Previous years data EEF – improving literacy in KS1	Year 1 and 2 children
Small group speech and language sessions	Data form speech and language therapist	EYFS children Identified children from NHS Speech and Language practitioner
Trainee teacher in year 2 & 4		Year 2 & 4 children
Additional teacher in year 5 to have smaller class sizes		Year 5 children
Additional adults in year 6 maths lessons		Year 6 children

Wider Strategies

Budgeted cost: £ 68,696

Activity	Evidence that supports this approach	Challenge numbers addressed
Stay and play activities and resources	Engagement of parents Previous data	EYFS
Phonics workshops for parents		Reception
Numicon workshops for parents		Reception
School counsellor sessions	Children feel supported to work through anxieties and concerns	15 children

Wrap around facilities for families, Breakfast club, after school club and holiday schemes	EEF wider strategies relate to the most significant non-academic barriers Magic breakfast data	30
Learning mentor programs – from dance to classroom behaviour intervention	Zones of regulation	25
Creative activities e.g music tuition, trips		5

PART B – Review of outcomes of the previous academic year

Pupil Premium Strategy outcomes

In 2020/21 pupil premium funding enabled the school to provide 40 places for children in the holiday scheme, this saw a 100% take up. During the lockdown we were able to run some half term clubs and summer school. 20 places were paid for in breakfast club and after school club and were fully utilised, when the school was open and we offered free places when the school was open for vulnerable and key worker children. With pupil premium funding and support from a local charity, St James project 50 kindles were provided to families, before the DFE issued chromebooks. Online learning was supported through MyOn, BugClub and TTRockstars.

The school counsellor works with 15 children and families and this continued remotely during periods of lockdown. The learning mentor continued with 3 days of support a week and we are looking to extend this provision for 2021/22. Installing a sensory room has aided the work that they both do in school, supporting the children with emotional and behavioural needs.

Funded music tuition has had a positive impact on the children identified and we have been able to continue the support with the introduction of Rock steady in September 21 with 1 fully funded place.

The internal assessments used to quantify the data for the academic year 2020/21 are Accelerated reader and maths, ExXat for the Early years, Phonics, moderated writing. In year 5 32% of the pupil premium children achieved expected standards in reading, writing and Maths (44% of whole year group achieved expected). Year 4 29%, compared with 43% of all cohort. Year 3 59%, Year 2 67% and year 1 64%. In Reception 41% achieved GLD. The data is down from the 2019 published data. This has been taken into account for the way we have planned to use the funding in 2021/22.