

Pupil Premium Strategy Review 2021-22

1. Summary information					
School	Cheswardine Primary and Nursery School				
Academic Year	21/22	Total PP budget	£10,760	Date of most recent PP Review	NA
Total number of pupils	44	Number of pupils eligible for PP	8	Date for next internal review of this strategy	Completed April 22

2. Current attainment			
75% or PPG pupils are SEN with 2 x EHCPs. 50% of pupils are KS1 and no national data for 2021 is available.		Pupils eligible for PP	Pupils not eligible for PP
% achieving expected standard or above in reading, writing & maths (or equivalent)		N/A	57%
% making at least expected progress in reading (or equivalent)		100%	87%
% making at least expected progress in writing (or equivalent)		75%	61%
% making at least expected progress in maths (or equivalent)		88%	72%
3. Barriers to future attainment (for pupils eligible for PP)			
In-school barriers (issues to be addressed in school, such as poor oral language skills)			
A.	Poor vocabulary and Literacy skills due to speech and language development being weak in KS1 and when entering school. Oral language difficulties – speech and language development hindering progress and impact of COVID on phonics learning, segmenting and blending and therefore learning to read.		
B.	Social and emotional barriers to learning which limit confidence and the development of successful learning behaviours.		
C.	Gaps in key foundations of learning particularly in Maths in early KS2 and writing stamina and presentation across the school.		
External barriers (issues which also require action outside school, such as low attendance rates)			

D.	<p>Successive lockdowns and COVID infections have led to interruptions in learning for these children, some very upsetting events as families and parents not fully committed or able to support online learning particularly writing and speech development. Two children are EHCP and receive individual support through this provision, through their TAs and the Teacher of the deaf in one case.</p> <p>Low attendance is an issue in two cases and has led to issues in support and diagnosis, work is being put into address these issues with parents. PPG is enabling outside support to inform practice. When the school has met thresholds the parents of these two immediately withdraw their children and there are ongoing attendance issues with one presently which is following a weekly pattern. The EWO is involved.</p> <p>Parental engagement once restrictions allow will be important in sharing expectations and raising awareness of gaps and strategies to support children when at home. These will be explored as soon as easing of restrictions allow.</p> <p>Opportunities for PP students to widen their learning can be limited and the school can affect this by providing a wide range of learning opportunities, beyond the classroom. This is limited due to COVID however the staff are committed to using the recovery curriculum and providing emotional support through learning mentoring and activities such as Forest School and gardening. Trips are slowly returning to the termly agenda for classes and these will be supported for PPG children for them to return to activities they have not experienced or had the chance to experience in recent years.</p> <p>Uniform support is also available for struggling families and is taken up by these children.</p>	
4. Desired outcomes <i>(Desired outcomes and how they will be measured)</i>		Success criteria
A.	<p>Improve vocabulary and oral language skills for those eligible for PP in Reception and KS1</p> <p>April 2022: Resignations and staff shortages are continuing to hamper NELI interventions, however RWI is having a positive effect on reading and vocabulary acquisition. Specific speech and language therapist support is being requested presently for one PPG/SEND pupil after educational psychologist involvement as he was signed off over lockdown and this was not felt to be appropriate.</p>	<p>PP Pupils in Reception meet age related expectations at the end of the year. Year 1 PP children pass the phonics check, where they are not specifically hindered by SEN. PP children in Year 2 make rapid progress from their starting points with 67% or above achieving age related expectations in Literacy. SLT intervention accessed where required and Nuffield Early language programme to be used to raise standards and expertise of TAs rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations.</p> <p>Progress is good but PP pupils in Year 1 were weak in phonics without SEND, for one this is due to attendance and this is being raised with the family and EWO going forward – aiming to support. NELI was affected by staff shortages.</p>

B.	<p>Improve outcomes in reading for children in KS1 and LKS2 following the impact of the pandemic by prioritising phonics and effective segmenting/ blending in KS1 and in catch up programmes through LKS2.</p> <p>April 2022 RWI is having an impact and this can be seen through book trawls and lesson looks as well as in the phonics assessment programme.</p>	<p>Semantic synthetic phonics programme in place in KS1. Phonics progress tracked successfully and weaker pupils identified and supported in a timely fashion. Catch up phonics in place where required in LKS2 PPG children leading to reading gaps closing and weaknesses addressed from the effects of the pandemic. RWI in place.</p> <p>Achieved.</p>
C.	<p>Increased progress in Writing and GPS for PP pupils. Specific spelling support and development.</p> <p>Increased stamina displayed in writing for PP pupils. Extended vocabulary used within extended writing more evident.</p> <p>RWI impact here too.</p>	<p>Handwriting support and intervention in short focussed pieces. KS1 daily handwriting focus. Pre-tutoring and Reflection used to address difficulties. Vocabulary extension opportunities used in KS2. RWI catch up explored to support writing. Opportunities for writing throughout the curriculum to increase stamina.</p> <p>Needs work, progress is good but consistency needed.</p>
D.	<p>Increased confidence when faced with new experiences for PP pupils and increased independence and resilience when faced with challenges to learning. Work on growth mindset and effective learning behaviours across the school.</p> <p>April 2022: Ongoing issue – work continues.</p>	<p>Opportunities for wider experiences through projects within school which will result in evidence in oral and written work of increased independence, resilience and responsibility and improved written outcomes, moderated within school and across the federation. As well as monitoring pupil voice through council and well-being questionnaires.</p> <p>Surveys show happy children who feel safe. Work on behaviours needs to continue.</p>

5. Planned expenditure

Academic year

2021/22

The three headings below enable schools to demonstrate how they 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? April 2022
<p>B: Improve outcomes in reading for children in KS1 and LKS2 following the impact of the pandemic by prioritising phonics and effective segmenting/ blending in KS1 and in catch up programmes through LKS2.</p> <p>D: Increased resilience when faced with new experiences for PP pupils</p>	<p>RWI across the school for KS1 Development in reading and LLKS2 catch up.</p> <p>Use of growth mindset and classdojo built upon across the school. Utilising Metacognition and self-regulation for learners</p> <p>Focus on rewarding good learning behaviours and making them explicit throughout learning and goal setting..</p>	<p>Phonics: High impact based on extensive evidence for very low cost – EEF Toolkit, therefore new synthetic semantic scheme taught to all staff and brought into school. Includes scheme and training – quite high costing in the first year and then subsequent yearly subscription.</p> <p>Meta-cognition and self-regulation: EEF Feedback: 'High impact, very low cost based on extensive research' (+8) Continue to develop effective feedback and check impact.</p> <p>Building on knowledge of learning behaviours and classdojo rewards in the school to improve the independence building on from work on learning behaviours undertaken in previous years.</p>	<p>Feedback from monitoring of SLT and RWI coach. Training online for all staff and coach working with staff in Spring term 2022. Phonics assessed and monitored each term and reported online.</p> <p>Evidence of consistency and effective use of feedback in books. Learning walks and book trawls to assess self-regulation of learners. Pupil survey and discussion around attitudes to learning.</p> <p>Bookfest involvement to raise reading profile and develop reading in UKS2 to continue into the coming year. Licenses renewed for Purple Mash, Espresso, Library Gold Service and Bookfest Impact measured in engagement and success in Bookfest.</p>	Headteacher, Literacy lead	<p>Lesson observations and coach input. Some Learning walks and book trawls in the Spring term. Some Phonics tracked through RWI online assessment tools. Evident Tracking progress from September 2021 baseline assessments through reading ages and NFER reading assessments which will be carried out termly and reported to HT each time. Shows progress Data analysed through tracker and reported to governors in C&S committees alongside end of key stage reports in FGBs. Ongoing. Progress good.</p>

<p>A: Improve speech and vocabulary for PP children in KS1.</p> <p>C Close the gaps for PP children in writing in KS2, increase stamina.</p>	<p>Sign up for Nuffield Early Language intervention programme and use this to support children in KS1 through specific interventions.</p> <p>Phonics focus with all KS1 as catch up and extension – RWI</p> <p>Use curriculum opportunities to inspire and extend writing opportunities in KS1 and 2 – broad and balanced opportunities for writing in different genres Writing frames to extend vocabulary.</p>	<p>EEF Toolkit recommendation to use catch up funding to take part in NELI – signed up for support</p> <p>Speech and Language integral to development of reading and writing - this need seen to be particularly acute since lockdown in KS1 in particular and will be addressed through RWI (as well as Gold Library Service / Fiction Express) and through making links with the real world and children’s interests throughout the curriculum themes</p> <p>Phonics knowledge integral to further academic success and reading in order to access curriculum. RWI to be followed.</p> <p>OFSTED 2019 Framework emphasis on broad and balanced curriculum which prioritises knowledge and therefore vocabulary is required</p>	<p>Evidence in lesson observations and monitoring exercises, particularly learning walks and book trawls. English leader to monitor progress, provision and resources to update action planning and teaching skills where needed.</p> <p>Subject leaders to track concepts and knowledge covered in subject areas therefore improving and highlighting key vocabulary.</p> <p>Moderation – cross federation and internal to track progress.</p> <p>Pupil progress meetings on a termly basis.</p> <p>NFER assessments at 3 points over the year – results reported to HT.</p>	<p>Headteacher and Subject leaders</p>	<p>Signed up for NELI due to start Spring 2022 with two TAs trained in KS1.</p> <p>Staff shortage impact.</p> <p>Phonics recognised as needed development – Read, Write, Inc now invested. Training and work already making a difference but hampered by staff being absent and resignations. Due to step up pace in Spring 2022 with staff changes.</p> <p>Really improving.</p> <p>Progress evident needs further work.</p>
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<p>C: Increased progress and attainment in Writing for PP pupils. Extended vocabulary used within extended writing more evident.</p>	<p>Writing opportunities extended across the curriculum and Fine motor control input.</p> <p>Focus on pride in presentation and cursive writing.</p> <p>Book monitoring and moderation across Federation and in school to check on progress.</p> <p>Curriculum review and progression of key knowledge to focus on vocabulary in knowledge maps and organisers.</p> <p>Intent to develop vocabulary clear in all subjects and opportunities for repetition and deepening acknowledged in plans.</p>	<p>Focus taken from in school monitoring and previous OFSTED inspections, which show specific weaknesses in writing and motor control historically within school. Therefore the need must continue to be addressed. Unfortunately lockdown has done little to support writing and even writing stamina has decreased. Most PP children are KS1 and fine motor control is an issue</p> <p>EIF: Focussed on a broad and balanced curriculum that addresses cultural capital issues.</p> <p>School identified weaknesses in new and younger children as they have entered school in September Lockdown has also seen an increase in screen time but we will try to use this to develop vocabulary through some of our remote learning platforms: Purple Mash, Espresso, Fiction Express, and Spelling Frame.</p>	<p>SENCO to monitor interventions for writing and GPS closely, giving advice and recommending strategies. Sharing practice of precision teaching and motor control where required.</p> <p>Writing opportunities following lines of enquiry to take place across the school across the curriculum and through extended opportunities, eg trips and visitors.</p> <p>Subject leads developing progression maps across the school and developing how planning builds to aid memorisation. Training for Subject leads and time for monitoring to be built in to SIP through assigned curriculum time throughout the year.</p> <p>Training in place for memorisation and retrieval practices.</p>	<p>Literacy subject leader, all subject leads and SENCO</p>	<p>Observations, book trawls and pupil progress meetings.</p> <p>Summer progress to improve and reports for PPG children without EHCPs to move to 67% achieving ARE or above.</p> <p>Heading in the right direction.</p> <p>Progress rates good.</p>
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Total budgeted cost					£6,350
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
D Increased confidence when faced with new experiences for PP pupils and increased independence and resilience when faced with challenges to learning. Work on growth mindset and effective learning behaviours across the school.	<p>Increase opportunities for independent learning through curriculum challenges.</p> <p>Celebrate learning behaviours.</p> <p>Learning Mentoring time, life story and social story work where required</p> <p>Increased opportunities for parental engagement in learning and performance over the year.</p>	<p>Emotional health and well-being identified in strategic vision as an area we aim to build up and on as a Federation, there is evidence that some PP children have suffered anxiety over the lockdown period and this is reflected in historic attendance figures</p> <p>EEF Toolkit: Parental engagement: moderate impact for very low cost based on extensive evidence.</p>	<p>Termly pupil progress meetings discussing needs and barriers to learning identify support for PP children and put it in place. Reported to parents, particularly how to support pupils.</p> <p>EWO reports and attendance figures showing improvement</p> <p>Pupil voice – full survey and group feedback group to governor if possible / HT if not</p> <p>RWI workshops for parents, assembly opportunities for parental inclusion, performances and DEAR afternoons in Spring and Summer.</p>	HT, RSE Lea, Well-being governor	<p>May 2022</p> <p>Involvement of parents and opportunities for performance and sharing. Building back now.</p> <p>Attendance weekly and termly.</p> <p>Termly pupil progress meetings and updated tracker. Progress good Improving.</p>

<p>A: Improve vocabulary and oral language skills for those eligible for PP in Reception and KS1</p>	<p>Speech and language support – SLT team and TA.</p> <p>Nuffield Early Language Intervention support</p> <p>Makaton training accessed and used</p>	<p>EEF Feedback: Oral Language Interventions: 'Moderate impact for very low cost based on extensive research' (+5) and Phonics support, feedback similar from EEF toolkit. (+4)</p> <p>A need has arisen in the lower years to make full use of support from the SLT team / Nuffield Programme and train TAs to deliver daily interventions related to the sounds covered and the programme used in order for more rapid progress to be sustained.</p>	<p>Termly pupil progress meetings discussing needs and barriers to learning identify support for PP children and put it in place.</p> <p>Assessments done by SLT team and TAs on identified children over the course of the year.</p>	<p>SENCO / HT</p>	<p>May 2022</p> <p>Early years assessments being done SALT contacted and working with key children. Absence issues with one and one being chased as signed off in lockdown.</p> <p>Progress recorded.</p>
<p>C: Increased progress in Writing and GPS for PP pupils. Specific spelling support and development. Increased stamina displayed in writing for PP pupils. Extended vocabulary used within extended writing more evident.</p>	<p>Targeted interventions in place when needed – motor control, touch typing, handwriting, spelling pattern development, pre-teaching and feedback</p> <p>Homework online links and resource support.</p>	<p>Short, sharp interventions that build and recap skills are working for children in the lower years and are being embedded rather than longer more intrusive interventions. Working in groups on motor control uses collaborative learning as rated in EEF: is 'moderate impact for very low cost based on extensive evidence' (+5)</p> <p>Again TA interventions most effective in short, sharp blasts or delivered by CT</p>	<p>Termly pupil progress meetings discussing needs and barriers to learning identify support for PP children and put it in place. Tracking of individual programmes as they are delivered – assessments at the start and the end of each part of an intervention.</p> <p>A lot of this through RWI and catch up.</p>	<p>Headteacher and SENCO and Literacy Lead.</p>	<p>May 2022</p> <p>When staffing allows and alongside MFL in year 3/4 this is being addressed.</p> <p>Progress evident more work needed</p>

<p>B: Higher rates of progress for all pupils eligible for PP</p> <p>D: Increased confidence and resilience when faced with new experiences for PP pupils:</p>	<p>Targeted interventions related to need identified in Pupil progress meetings, eg: Maths group support, phonics group, SNIP for spelling. (TAs and Tutor),</p> <p>School led tutoring and opportunities for small group intervention with the teacher in LKS2 during MFL sessions.</p>	<p>'There is a growing evidence base which suggests that when they are used to deliver structured programmes with high-quality support and training, Teaching assistants can have a positive impact on pupil learning.' We are committed to training up our TAs and use qualified tutors in order to tailor the interventions to the pupils and to the skill set of the TAs. Using the EEF finding that 1:1 can be just as effective as 1:2 and 1:4 at times.</p> <p>Work on mindfulness and resilience through planned activities and learning mentor support on a regular basis</p>	<p>SENCO led TA work to upskill in terms of targeted intervention delivery and knowledge of the curriculum requiring coverage.</p> <p>TAs used to release teachers to work with small groups on specific boosting or interventions identified in pupil progress meetings and through ongoing assessments of progress against NC objectives. MFL teacher in place so class teacher can work with specific children.</p> <p>Recovery curriculum embedded into teachers' planning and developed for specific interventions from learning mentors and TAs.</p>	<p>Headteacher and SENCO</p>	<p>May 2022</p> <p>School led tutoring: TA trained and ready, work with parents to implement around school times.</p> <p>More work needed now staff are in place.</p> <p>More training required.</p>
Total budgeted cost					£5,410
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?

Identification of Support needed for PP children	Educational Psychologist and Woodlands referrals and advice on support programmes to use for barriers to learning. Collaboration work with other schools to share diagnostic tools and interventions.	This is a commitment to assess pupils' barriers to learning and obtain advice as to strategies that can be used to overcome barriers where these are observed in PP children.	Using Ed psych's and Woodlands packages to provide in depth analysis of needs.	SENCO	<p>May 2022</p> <p>Ed psych referral accessed.</p> <p>Learning mentor to be in place in Sept as well as increased commitment to learning support packages.</p> <p>Achieved</p>
D: Increased confidence when faced with new experiences for PP pupils.	Music Lessons support – guitar and further club support when COVID restrictions can be relaxed.	Closing the gap in terms of opportunity and access to wider learning opportunities by those who cannot necessarily afford it.	Monitor delivery and engagement with these opportunities. . Explore different opportunities as restrictions relax.	Headteacher Music and Sports lead.	<p>May 2022</p> <p>Available – not accessed.</p> <p>Available</p>
D: Increased confidence and resilience when faced with new experiences for PP pupils.	<p>Trips and residential opportunities as COVID restrictions relax. Recovery Curriculum focus.</p> <p>Use assemblies, PSHE and virtual links to church and community during restricted times.</p>	<p>Closing the gap in terms of opportunity and access to wider learning opportunities by those who cannot necessarily afford it or who experience it.</p> <p>Focus on emotional resilience and strategies to help with this throughout assembly themes, RSE, PSHE and collective worship opportunities. Use opportunities for outdoor learning, daily mile, forest school and problem solving</p>	<p>Monitor these opportunities and look out for wider ones as restrictions relax. Explore different opportunities.</p> <p>Monitor children's engagement and use of strategies as issues are faced in school and outside.</p> <p>Teachers' planning to ensure elements are covered and highlighted in each class, as well as being responsive when required</p>	Headteacher Teachers	<p>May 2022.</p> <p>Support for residential and trips as they have returned as well as mental well-being day, which has had an ongoing effect. We also bought into One decision package for PSHE/ RSE support.</p> <p>Achieved</p>

A-D inclusive	Inspirational Projects	Aligned with the school vision to make learning fun, some PP money is used to assist the delivery of inspirational and memorable projects and activities in school, often with an academic focus in mind following successes, particularly in writing progress and parental engagement across year groups previously.	Ensure these occur on a termly basis with different leads and foci each time. Class based projects presently: The Great Garden Birdwatch, Residential to Arthog, Wonderdome in school, Mural on outside wall, Bookfest. Encourage parental involvement with processes and outcomes.	Subject leaders and Headteacher as facilitator.	May 2022 Picture book for bookfest now starting with Class 1 (more PPG pupils). Very successful in Class 3. Projects evident and increasing. Achieved
Total budgeted cost					£1,196

6. Review of expenditure – 2020/21 could not be fully reviewed due to COVID and lockdown

- **Quality of Teaching for All** - Shrewsbury Bookfest, DPSI subject leader training, remote learning resources - £4,900
- **Targeted Support** – software licenses, TA interventions, qualified TAs recruited, touch typing, oxford owl - £6,700
- **Other Approaches** – experiences, music lessons, visits into school from experts, outdoor activities - £2050
- **Total cost:** £13,650

7. Additional detail (DFE data released in December 2019:

The disadvantaged pupil group and overall cohort was too small to be analysed by the DFE against national statistics.

Also be aware that 75% of our PP pupils are also SEN.