

## Pupil premium strategy statement 2021-22

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils. It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Layston C of E First
Number of pupils in school	150 (150 PAN)
Proportion (%) of pupil premium eligible pupils	18.6 % (28 pupils)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-24
Date this statement was published	September 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Adele McMurrough
Pupil Premium lead	Susie Betley
Governor / Trustee lead	Colin Wilson

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£32 245
Recovery premium funding allocation this academic year	£2 400 approx for school led tutoring + £3 770 for RPF = £6 170
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£38 415</b>

## Part A: Pupil premium strategy plan

### Statement of intent

**Our intent is to give all pupils a chance to shine in line with our school vision ('Loving to learn, learning to love, for every child a chance to shine'). We intend to improve the following areas for pupils eligible for Pupil Premium Grant:**

- ✓ Language : Development of oral language skills and confidence expressing themselves
- ✓ Learning: Retention of learning and key skills, parental engagement, opportunities to work at Greater Depth in line with other pupils working at this level, tailored support for pupils with SEND that meet their needs and enable them to access the curriculum
- ✓ Emotional and social: Behaviour support to enable self-regulation, positive mental health and well-being
- ✓ Aspiration: Increase independence and self-confidence and expectations
- ✓ Life experience: Provide enrichment of experiences
- ✓ Material: Access to technology & healthy school meals

**Implementation & expenditure for these pupils has included amounts allocated towards:**

- ✓ Early intervention for targeted pupils
- ✓ Increasing Teaching Assistant (TA) support for targeted pupils/groups
- ✓ Support materials for the above
- ✓ Nurture provision
- ✓ Subsidies for residential and educational visits
- ✓ Assisted places at holiday sports academy & school clubs (multi-skills & football run by RTFC)
- ✓ Assisted places at enrichment activities e.g. dance lessons, music lessons, horse riding
- ✓ Family support for attendance
- ✓ Play Therapy
- ✓ School-led tutoring post Covid-19 lock down (25% of total cost of tutor)

**The impact of strategically targeting the pupil premium budget on the specific needs of the PP group is:**

- ✓ The majority of PPG pupils have made at least good progress across all year groups against pre-arranged targets.
- ✓ PPG pupils are aspirational and motivated to complete their learning tasks.
- ✓ There is a diminishing difference between PPG pupils and non-PPG pupils in the majority of cases.
- ✓ The large majority of PPG pupils read at home regularly and feel supported at home with their school learning.
- ✓ The vast majority of parents of PPG pupils engage with school regarding their child's learning at least each half term.
- ✓ All PPG pupils attend a school club and experience success, engage positively with peers and behave pro-socially.
- ✓ The attendance of the vast majority of PPG pupils is at least average, if not above.
- ✓ All PPG pupils have responsibilities around school to develop the skills of reliability, responsibility and managing routines.
- ✓ Almost all PPG pupils embrace new opportunities.

**Pupil eligibility:**

- ✓ Pupils eligible for free school meals (FSM)
- ✓ Pupils eligible for free school meals in past 6 years (Ever 6)
- ✓ Pupils looked after by local authority (CLA)
- ✓ Pupils previously look after by local authority (post-CLA)

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	<b>Delayed language development</b>
2	<b>Covid lockdowns - impacting attendance, progress &amp; achievement</b> Attendance rates for pupils eligible for PP are as low as 58% (up to end of Nov 2020) and (below the target for all children of 96%). This reduces their school hours and causes them to fall behind on average. (YR & Y2) Some pupils who were working at greater depth (pre lock down), who are eligible for PP, are making less progress than other high achieving pupils. Success criteria – to enhance the cultural capital of identified pupils to ensure that greater proportions are working at greater depth
3	<b>SEND – retention of learning and key skills</b>
4	<b>Behaviour/SEMH – ASC/anxiety</b> Anxiety from personal and/or family circumstances and impact of Covid lockdowns
5	<b>Parental engagement &amp; parental confidence</b> Supporting pupils with their learning at home and helping them raise their aspirations
6	<b>Life experiences</b> Lack of access to culturally enriching activities and opportunities
7	<b>Access to healthy food and technology for remote learning</b> Food banks used and food parcels delivered, access to Wi-Fi and IT equipment

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved oral language skills for pupils eligible for PP funding.	Pupils eligible for PP funding make good progress by the end of the year from their starting points. A higher proportion are working at ARE. Pupil assessment shows improving trends. Planned interventions are regularly monitored for impact.
Improved the retention of learning for a small number of PP funded children.	Pupils eligible for PP funding make good progress by the end of the year from their starting points. A higher proportion are working at ARE. QFT and AfL are priorities. Pupil assessment shows improving trends. QFT & planned interventions are regularly monitored for impact.
Pupils are able to self- regulate and have strategies in place that support their behaviour needs and well-being and enables them to learn alongside their peers.	Fewer anti-social behaviour incidents recorded for these pupils on the school system (without changing recording practices or standards). Children feel safe (pupil voice). Incidents of behaviour are regularly monitored. Those with anxiety about returning to school post lock down are monitored by MH Lead, have regular contact with parent/s & information is made available for parents on website.
PPG children with complex needs including SEN have specific tailored daily activities that meet their needs and learning styles and enable them to access the curriculum.	Pupils eligible for PP funding with complex additional needs make good progress by the end of the year from their starting points. QFT and AfL are priorities. QFT, learning plans, targets and interventions are regularly monitored for impact.

Increased attendance rates for pupils eligible for PP.	<p>Reduce the number of persistent absentees among pupils eligible for PP to 10% or below. Overall PP attendance improves from 82% to 96% in line with 'other' pupils.</p> <p>Attendance is monitored regularly and school works in partnership with parents – termly letters/phone calls from HT.</p>
Increased progress rate of PP children working at greater depth across the school.	PP identified as working at greater depth make as much progress as 'other' pupils identified at greater depth, across the school in maths, reading and writing. QFT and AfL are priorities. Measured by teacher and national assessments. Catch up interventions are in place.
Increased number of PPG pupils engaged in after school clubs and school trips	Priority places for pupils with PPG and school trips subsidised

### Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

#### Teaching (for example, CPD, recruitment and retention) Budgeted cost: £ 430

Activity	Evidence that supports this approach	Challenge number(s) addressed
QFT - CPD	EEF Guide to PP "Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils." p5	All
NELI (Nuffield Early Language Intervention)	Language acquisition recommended by government for EY 4 hours TA training (LR x2 hrs + AP x2 hrs)	5 PPG pupils - £50
BSquared assessment framework	Recommended by Amwell View Outreach Service	All SEND - £380

#### Targeted academic support (for example, tutoring, one-to-one support structured interventions) Budgeted cost: £ 2 400

Activity	Evidence that supports this approach	Challenge number(s) addressed
School-led tutoring Y3	See Government/EEF guidance	2 PPG pupils
School-led tutoring Y3	See Government/EEF guidance	7 PPG pupils
School-led tutoring Y4	See Government/EEF guidance	2 PPG pupils
School-led tutoring Y4	See Government/EEF guidance	2 PPG pupils for GD

#### Wider strategies (for example, related to attendance, behaviour, wellbeing) Budgeted cost: £ 772.42

Activity	Evidence that supports this approach	Challenge number(s) addressed
SB behaviour intervention	Psychoeducation Toolkit – Beacon House Recommended by DSPL3	2
Sports Lunch Club - RTYFC	Structured playtimes support pro-social behaviours, SEL & Buddy system	All
Therapeutic Hooves	Therapeutic sensory learning to support emotional regulation	1 - £700
Uniform & book bags	Helping family join school	2 - £72.42

**Total budgeted cost: £ 3 602.42**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

*See table below – review of expenditure 2020-21*

### Externally provided programmes

Programme	Provider
	n/a

### Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	n/a
What was the impact of that spending on service pupil premium eligible pupils?	n/a

Review of expenditure 2020-21			
Desired outcome	Chosen action/approach	Impact & lessons learned	Cost
<p><b>Main priorities from SDP 1</b></p> <p><i>1. To ensure all guided reading sessions are of high quality and effective in developing key skills and to embed the use of RWI resources YR-1, Y1-2.</i></p> <p><i>2. To ensure that core text are used to inspire, promote happiness and well-being and encourage conversations and talk in the classroom.</i></p> <p><i>3. To use PA plus resources to inform planning.</i></p> <p><i>4. To ensure the outdoor learning space is conducive to support smooth transitions between year groups and support the development of reading and writing.</i></p> <p><i>5. To enable pupils to revisit and catch up on essential key concepts in English within each year group.</i></p> <p><i>6. To ensure greater consistency in the quality of teaching and learning in writing across the school (TLA visit)</i></p>	<p>Staff training on phonics for EYFS -Y2 for new staff members</p> <p>Invest in resources that support kinaesthetic learning, oral literacy and pre-reading skills.</p> <p>Review the approach to guided reading across the school based on best practice and research.</p> <p>Invest in books that support early readers and are sequential with phonics teaching and learning. For individual and group learning.</p> <p>Review and update texts in the library that engage and motivate pupils in wanting to read for pleasure.</p> <p>Identify and resource core texts for each year group.</p> <p>Focus on developing the new curriculum, including QFT &amp; AfL, in reading/writing across the school. Focus on the six strategies for reading for pleasure in the 'Building an outstanding reading school' re-search.</p>	<p>Monitoring showed that RWI guided reading has had an impact on all areas for learning. All staff are trained in RWI and feel confident to deliver guided reading sessions. Peer observations of those who attended courses show impact on learning. GR texts were shared remotely in spring lock down with parents which enabled them to continue supporting reading at home.</p> <p>Observations of reading activities and the resources used to support the teaching of reading shows impact.</p> <p>Reviewing curriculum plans shows progression. Core texts used and supported remote learning in spring term.</p> <p>Pupil case studies - daily listening to individual readers who rarely read at home has had positive impact.</p> <p>Data analysis - progression in reading.</p> <p>Regular review of the learning environment and how books are impacting on learning has helped target need for further diversity.</p>	<p>Aug 2020 - in-house training for new staff members on RWI SL training for new English lead autumn term to work with TLA</p> <p>SL to purchase back on track resources to support gaps in learning. CPD as part of this for all year groups.</p> <p>SL planning time to review the curriculum map and planning</p> <p><b>Purchase further RWI story books to supplement the reading materials in YR -Y2</b></p> <p><b>£913 RWI books</b></p> <p><b>Back on track resources £1400</b></p> <p><b>CPD = £500</b></p>

<p><b>Main priorities from SDP 2</b></p> <p><i>1. To ensure that all pupils experience opportunities to reason and apply their mathematical knowledge and skills in a range of contexts through problem solving and shared experiences.</i></p> <p><i>2. To ensure the outdoor learning spaces are used effectively to promote talk and shared learning experiences in maths.</i></p> <p><i>3. To enable pupils to revisit and catch up on key learning in maths within each curriculum year group.</i></p> <p><i>4. To ensure that the pace of learning enables all pupils to thrive and still be challenged through going more broadly and deeply into learning.</i></p> <p><i>5. To ensure that students make at least expected progress in maths next year.</i></p>	<p>Ensure that all pupils benefit from a full range of <b>concrete and pictorial representations</b> when developing mathematical concepts.</p> <p>Ensure that all pupils experience opportunities to <b>reason</b> and apply their mathematical knowledge and skills in a range of contexts.</p> <p>Ensure that the pace of learning enables all pupils to be <b>challenged</b> through going more broadly and deeply into learning.</p> <p>To ensure students make at least expected progress in maths next year, through QFT, AfL and planned interventions.</p> <p>BS and SB attend maths mastery training &amp; share best practice</p>	<p>Observations of NRICH activities, including pupil voice show positive impact on pupil understanding. Monitoring and assessment of fluency and mental maths strategies to continue as useful AfL and targets gaps. To continue planning NRICH tasks as part of the sequence of learning to develop reasoning and problem solving skills.</p> <p>Data analysis - progression in maths.</p> <p>Regular review of the learning environment and how resources are impacting on learning to continue. Lesson obs continue.</p> <p>Continue investing in resources that support the teaching approach to maths concepts- concrete, pictorial, abstract (CPA) approach to teaching.</p> <p>Plan to ensure overlearning is included in all classes. This is to enable children to consolidate their learning - implementation of fluency sessions/slides.</p> <p>Continue developing effective QFT maths practice across school - disseminate information via staff workshops and lesson obs</p>	<p>Autumn2020</p> <p>SL planning time to review the curriculum map and planning</p> <p>Back on track resources are being used termly to support assessment</p> <p>Maths Hub training and CPD</p> <p>Active maths has been purchased again for all staff to use</p> <p>CPD session on enrich and reasoning</p> <p>.</p> <p><b>Maths resources purchased</b></p> <p><b>Back on Track £1200.</b></p> <p><b>CPD = £620</b></p> <p><b>Resources = £100</b></p>
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<p><b>Main priorities from SDP 3</b></p> <p><i>1. To make strong links with parents, and the wider community to support children as they return to school in September</i></p> <p><i>2. To engage in community projects to support children's learning at home and at school.</i></p> <p><i>3. To enhance pupils' spiritual development through the use of safe spaces and reflective spaces outdoors and within the classroom, enabling them to have an area in which they can</i></p>	<p>To develop, and resource reflection areas in classes.</p> <p>To research what a good reflection area looks like and how it is to be used.</p> <p>To organise fundraiser for Buntingford Food Bank &amp; Isobel Hospice</p> <p>RE links made with MH&amp;WB and recovery curriculum</p>	<p>Evidence shows reflection areas are evident in every class and are used effectively.</p> <p>Feedback from RP, lesson obs &amp; book looks, evidence and actions from SIAMS July 2019.</p> <p>Ryan Parker to review KO and AfL for RE with SB - spring term. SB now doing research project on developing KO across school to support information retrieval and development of language.</p>	<p>Autumn 2020</p> <p>SL planning time to review the curriculum map and planning - recovery curriculum</p> <p>SL CPD</p> <p>Reflection areas are in all classes.</p> <p><b>Resources purchased</b></p> <p><b>CPD £.</b></p> <p><b>SB has researched ideas for spaces and resources for internal &amp; external reflection areas ready to pick up in the autumn term.</b></p>
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<p><b>Main priorities from SDP 4</b></p> <p><i>1. To establish a coherently planned recovery curriculum that takes into account safety, well-being and learning and to begin to enact this in the autumn term as all children return to school.</i></p> <p><i>2. To ensure all staff are familiar with the new SRE and PSHRE curriculum and to support members of staff to enact our school curriculum intent in its implementation in the classroom.</i></p> <p><i>3. To ensure that mental health and well-being is at the forefront of teaching and learning.</i></p> <p><i>4. To ensure the sequence of teaching help pupils to embed new learning in their long term memory.</i></p>	<p>Training to support staff to begin to enact this intent in its implementation in the classroom.</p> <p>Training to support subject leads to develop their skills and knowledge.</p> <p>MTP is progressive across the year groups and shows skills, knowledge and key concepts the children will be learning, as well as key end points.</p> <p>QFT &amp; AFL is prioritised.</p>	<p>Peer observations of those who attended courses have impacted on learning.</p> <p>Curriculum plans reviewed to show progression.</p> <p>Evaluation of visits and enrichment days.</p> <p>Data analysis.</p> <p>Regular review of the learning environment and how resources are impacting on learning to continue.</p>	<p>Autumn 2020 Knowledge Organisers being added on website and used to help with monitoring and assessment. SL training Professional organisations joined.</p> <p><b>Resources purchased</b> CPD = £310 Total so far =£ Remaining = £4365 Enrichment days and trips to be confirmed in 2021.</p>
<p>£8,000</p>			
Desired outcome	Chosen action/approach	Impact & lessons learned	Cost
<p>A. Improve oral language skills for pupils eligible for PP funding.</p>	<p>Wellcomm assessment and planned activities to meet individual needs. To up skill Makaton training for staff.</p>	<p>Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. NELI to be implemented in EY. SENDCo continue to liaise with SALT.</p>	<p>Autumn 2020 CPD £155</p> <p>Wellcomm used in school termly to identify and support gaps/targets</p> <p>- EY network session accessed by teacher and TA. HfL transition support - focused on CL, SEN, PD, PSE, EAL etc. Autumn term - new teacher training</p>

<p>B. To improve the retention of learning for a small number of PP funded children.</p>	<p>Weekly small group pre-teaching sessions in core curriculum areas.</p> <p>After school catch up interventions.</p>	<p>Extra teaching time and preparation time paid for out of PP budget - Impact overseen by subject co-ordinator.</p> <p>PP monitoring and case studies show KO to be used more in KS1.</p> <p>Engage with parents and pupils before intervention begins to address any concerns or questions about the additional sessions.</p>	<p>Mar 2020 CPD £155</p> <p>TA allocated to each class QFT</p>
<p>C. Pupils are able to self-regulate and have strategies in place that support their behaviour needs and well-being and enables them to learn alongside their peers.</p>	<p>Increase staff ratios and individual targeted plans. Identify a targeted behaviour intervention for identified students. Use SENCO to engage with parents before intervention begins. Use Steps restorative approach and focus on positive behaviours. Nurture play therapy - sand tray IRRP in place where needed.</p>	<p>Ensure identification of target pupils is fair, transparent and properly recorded. Behaviour monitored &amp; logged on CPOMS &amp; anti-social behaviours minimal. Continue to monitor whether improvements in behaviour translate into improved attainment.</p> <p>Monitoring by SENCO &amp; external professionals for IRRP &amp; strategies.</p>	<p>STEPS tutor refresher for SB &amp; SS £150 Whole staff training INSET Jan 2021</p>
<p>D. PPG children with complex needs including SEN have specific tailored daily activities that meet their needs and learning styles and enable them to access the curriculum.</p>	<p>Increase staff ratios and individual targeted plans.</p> <p>Train staff in supporting ASD</p> <p>Increase use of visuals, social stories, timelines and purchase suitable programme.</p> <p>QFT &amp; AfL is prioritised.</p>	<p>Monitoring by SENCO with external agencies to continue. County EHCP funding to be chased up for 1 PPG/SEND pupil.</p>	<p>June 2020 Additional TA costs Autumn 1 = £3742 Autumn 2 = £3742 Spring 1 = £1905 PSHE SL CPD = £1000</p> <p>Total so far 8112</p> <p>Remaining funds =</p> <p>Summer review - Additional resources, social stories, videos, photobooks, and differentiated materials have been created and used to support individuals with complex needs.</p>
<p>£</p>			