



**Pupil Premium Strategy: April 2021– April 2022**

**Pupil Premium Grant Allocation 2021/22: £66,525**

**Pupil Premium Reviews:** Termly in Senior Leadership Meetings    **Report to Governors:** Annually Spring Term

**Date of next Pupil Premium Review:** Termly - Pupil Premium Champion invited to SLT July 2021, Dec 2021, March 2022

<p><b>School Motto:</b></p> <ul style="list-style-type: none"> <li>- Imagine</li> <li>- Make a Difference</li> <li>- Persevere</li> <li>- Succeed</li> </ul>	<p><b>Ambition for disadvantaged pupils in our school – success criteria</b></p> <ul style="list-style-type: none"> <li>- Early intervention and academic support to prioritise disadvantaged pupils</li> <li>- The vast majority of socially disadvantaged pupils will meet challenging individual targets</li> <li>- Parent/school partnership is effective</li> <li>- There is a whole-school ambitious approach to meet the needs of all children</li> <li>- A positive school atmosphere is created in which pupils’ differences are recognised and valued</li> <li>- Confident, successful and independent learners develop</li> </ul>			
<p><b>Main Barriers</b></p>	<p><b>Action to address barriers</b></p>	<p><b>Planned impact</b></p>	<p><b>Monitoring effectiveness</b></p>	<p><b>Amount allocated</b></p>
<p>Mental health issues: Anxiety, lack of resilience, managing emotions Return to school after long period of time learning from home during lockdown Covid-related worries and anxiety</p>	<p>- Access to Counselling/Play Therapy through partnership agreement with ABC Counselling (1 x morning per week)</p> <p>- BU 6-week programme led by DHT + L3TA – early intervention support</p> <p><i>Supporting rationale for chosen actions:</i></p> <p>- <i>current high profile national focus on the importance of good mental health in young people, especially with the challenges they may have faced during the pandemic</i></p> <p><i>To encourage children to talk and discuss how they are feeling and who they can talk to</i></p> <p>- <i>successful implementation of BU during 2019/20</i></p> <p>- contribution from PP funding towards playground development plan (to include zones for active play/learning, creative play/learning, calm spaces, outdoor sensory/well-being zone)</p>	<p>- Improved mental health of identified pupils</p> <p>- increased ability to engage in learning</p> <p>- support PP who may have faced additional anxieties due to the pandemic and to give them additional coping strategies</p>	<p>- feedback reports from ABC</p> <p>- pupil voice</p> <p>- parent feedback</p>	<p>£8750</p> <p>- £1000</p> <p>- £10,000</p>
<p>Inequality of access to learning at home</p>	<p>Purchase of home access and SATS revision guides: Reading+, Bug Club, Active Primary, Marvellous Me, Nesy, Timestables Rock Stars, Spelling Shed, Seesaw</p>	<p>- Increased access to learning at home</p> <p>- No issues with regard to physical books being lost or forgotten</p> <p>- reinforcement of work done at school</p> <p>- better communication about learning, and engagement with parents</p>	<p>- SBM to monitor class usage</p> <p>- Class teachers to promote and monitor individual usage</p>	<p>£13,000</p>

	<p>Revision guides – CGP (extend across KS2)</p> <p><i>Supporting rationale for chosen actions:</i></p> <ul style="list-style-type: none"> <li>- historical PP pupil take-up</li> </ul>	<ul style="list-style-type: none"> <li>- Improved outcomes</li> </ul>		£600
Individual gaps ie in learning, challenge, support, mentoring etc	<p>Maintain investment in support staff to deliver same day intervention support</p> <p><i>Supporting rationale for chosen actions:</i></p> <ul style="list-style-type: none"> <li>- Teaching Assistant Skills Audit 2017 in which almost all TAs identified same-day interventions as the area where they feel they make the most impact on pupil progress</li> <li>- EEF 'Making best use of Teaching Assistants'</li> </ul> <p>4. Allocate LAC PP money to needs/actions that arise as a result of PEP/LAC Reviews (to include Thrive training and practitioner licence)</p>	<ul style="list-style-type: none"> <li>- support and intervention time will be allocated effectively for maximum impact on learning</li> <li>- Mastery learning, deep understanding of basic principles and pupil catch-up</li> <li>- better readiness for learning the next day</li> <li>- improved outcomes for PP pupils (esp KS2)</li> <li>- targeted support for Y6 PP pupils</li> <li>- targeted support for PP who were reluctant to engage with home learning during lockdown</li> </ul>	<ul style="list-style-type: none"> <li>- Feedback to teachers</li> <li>- Target Tracker</li> <li>- Termly Pupil Progress Meetings</li> <li>- Year 6 team test score record keeping</li> <li>- progress towards targets within PEPs</li> </ul>	<p>£20,000 (based on L3 TA time @ £14.98/hr)</p> <p>3x £1400 = £4200</p>
Attendance and persistent absenteeism for a small group of disadvantaged pupils	<p>Continue to work with the LA attendance officer for guidance and support in rigorously applying the attendance policy</p> <p>Continue to reward 100% attendance in termly rewards from HT</p> <p><i>Supporting rationale for chosen actions:</i></p> <ul style="list-style-type: none"> <li>- adherence to Policy</li> <li>- on-going success of strategies</li> </ul>	<ul style="list-style-type: none"> <li>- attendance of PP &amp; FSM pupils at least matching national average</li> <li>- reduced PP &amp; FSM persistent absenteeism</li> </ul>	<ul style="list-style-type: none"> <li>- LA termly register check</li> <li>- SBM termly attendance checks and letters home to parents</li> </ul>	£3,000
Staff knowledge of most up to date good practice	<p>Attendance at training and networks to support work in school (ie PP Cluster, Education Psychology Team training etc)</p>	<ul style="list-style-type: none"> <li>- increased staff awareness of good practice and expectations</li> <li>- support for Pupil Premium Champion and HT in leadership skills</li> </ul>	<ul style="list-style-type: none"> <li>- feedback from staff</li> <li>- PP Champion input in staff meetings, SLT meetings and reports to governors</li> </ul>	£1,000
Lack of equality of experience and opportunity for some children compared to their more affluent peers (Poverty Proofing)	<p>Covering 100% transport costs for PP pupils for all educational visits and 50% of visit costs</p> <p>Subsidising costs for PP pupils for any residential visit (50% PP 100% LAC)</p>	<ul style="list-style-type: none"> <li>- PP pupils to be able to access the experiences and opportunities on offer that they want to</li> <li>- increased PP participation</li> </ul>	<ul style="list-style-type: none"> <li>- After school club lead to monitor participation</li> </ul>	£5000

	<p>Subsidising after-school club costs for PP pupils (50% PP 100% LAC)</p> <p>Subsidising/covering uniform costs when required for PP pupils transferring mid year</p> <p><i>Supporting rationale for chosen actions:</i></p> <ul style="list-style-type: none"> <li>- survey outcomes</li> </ul> <p><i>Pupils: 3<sup>rd</sup> most quoted thing children like about IMPS – School trips</i></p> <p><i>5<sup>th</sup> most quoted improvement wish – More clubs</i></p> <p><i>Parents: 3<sup>rd</sup> most quoted thing parents want to improve – More after school clubs</i></p> <ul style="list-style-type: none"> <li>- Information re poverty proofing from speaker at Local Pupil premium Cluster Meeting (North East Child Poverty Commission)</li> </ul>			
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**Total planned spend = £66,550**