

Upton Meadows Primary Pupil Premium Strategy Statement 2021 - 2023

School overview

Metric	Data
School name	Upton Meadows Primary School
Pupils in school	386
Proportion of disadvantaged pupils	94 FSM 1 Post LAC 4 LAC
Pupil premium allocation this academic year	£1,345 per pupil x94 = £126,430 £2345 lac x5 = £11,725 £126,430 + £11,725 = £138,155
Academic year or years covered by statement	September 2021- 2023
Publish date	September 2021
Review date	Annually July 2022
Statement authorised by	Clare Searing
Pupil premium lead	Vicky Palmer
Governor lead	Jenny Cullingford

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	N/A
Writing	N/A
Maths	N/A

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	39%
Achieving high standard at KS2	6%

Measure	Activity
<p>Priority 1</p> <p>Ensure that we are closing the gap for disadvantaged pupils who are behind in Reading and Phonics.</p>	<p>Review the Reading strategy and make alterations to ensure that it is most effective across the school.</p> <p>Staff training in Herts for Learning Reading intervention to develop children's fluency.</p> <p>Support staff trained in clear specific interventions E.g. precision teaching.</p> <p>CPD for staff to ensure that Phonics interventions are effective and for any children not at expected levels the gap is closed.</p> <p>Ensure all relevant staff (including new staff) have received paid-for training CPD improve outcomes in English to deliver the RWI and Talk for Writing schemes effectively.</p> <p>Ensuring staff use evidence-based whole-class teaching interventions which are closely monitored.</p> <p>Reading Comprehension and fluency strategies.</p>
<p>Priority 2</p> <p>Ensure that we are closing the gap for disadvantaged pupils who are behind in Maths.</p>	<p>Work with the Maths hub to embed Teaching for Mastery across all year groups. CPD fluency training and resources to improve the outcomes for Maths.</p> <p>Small group tutoring sessions for pupils behind.</p> <p>Mastery learning</p>
<p>Priority 3</p> <p>Ensure that we are closing the gap for disadvantaged pupils who are behind in Writing.</p>	<p>RWI CPD days and effective implementation across the school.</p> <p>Spelling</p> <p>Oracy work</p>
<p>Barriers to learning these priorities address</p>	<p>Interventions in Reading, Phonics and Maths to ensure that disadvantaged children are closing the gaps and Secondary school ready.</p>
<p>Projected spending</p>	<p>£7,125</p>

Teaching priorities for current academic year – (Strand 1 teaching and whole school strategies)

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 Reading.	July 2022
Progress in Writing	Achieve national average progress scores in KS2 Writing.	July 2022
Progress in Mathematics	Achieve national average progress scores in KS2 Mathematics.	July 2022
Phonics	Achieve national average expected standard in PSC.	July 2022
Other	Improve attendance of disadvantaged pupils to national average. Improve SEND and PP children outcomes. -	July 2022

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Targeted academic support for current academic year – (Strand 2)

Measure	Activity
Priority 1 – SIP 4.3 The percentage of disadvantaged pupils passing the Phonics check is inline with all pupils nationally.	Training and support from trust English team to ensure that the RWInc phonics scheme is implemented effectively. Updated training for all staff RWI Support Days (Teachers and TA) High quality interventions to close gaps. £4306 e.g. Tutoring, nurture ELSA speak and language Herts for learning.
Priority 2 – SIP 4.4 The percentage of disadvantaged children achieving expected levels in Reading is in line with national.	Review and enhance UMPs reading strategy model and implementation across the school. Ensure the school is well resources with books in classrooms.

	<p>Vocabulary training is fully implemented throughout the whole school curriculum.</p> <p>Herts for learning CPD and implementation.</p>
<p>Priority 3 – SIP 4.1</p> <p>The percentage of disadvantaged children achieving expected levels in Writing is in line with the national.</p>	<p>Talk for Writing whole staff training £7225</p> <p>Ensure it is effectively implemented across the school.</p> <p>Oracy</p> <p>Spelling</p>
<p>Priority 4 – SIP 4.2</p> <p>The percentage of disadvantaged children achieving expected levels in Maths is in line with the national.</p>	<p>Maths leader working with the Enigma maths hub to further embed the mastery approach to Maths.</p> <p>Teaching and learning to provide opportunities for children to develop their fluency and understanding.</p> <p>Small group tutoring.</p>
<p>Priority 5 – SIP 5 Priority 5 / 6.1 / 6.2</p> <p>To ensure that quality first teaching across the school supports all children’s progress and attainment, with a clear focus for SEND and disadvantaged pupils to close the gap.</p> <p>Quality first teaching to narrow the gap between disadvantaged and non-disadvantaged.</p>	<p>Rosenshine’s Principles of Instructions</p> <p>Walkthrus CPD for all staff</p> <p>Cognitive science</p> <p>Metacognition strategies to support children’s thinking about learning.</p>
<p>Priority 6 - SIP 6.1., 6.2</p> <p>Disadvantaged children with multiple barriers to learning. (EAL / SEND)</p>	<p>CPD for all staff to ensure an inclusive understanding on the strategies behind trying to close the gap.</p> <p>Rigorous attendance and lates monitoring with clear system of up levelling and reporting concerns implemented effectively.</p> <p>SEND and specialist support.</p>
<p>Barriers to learning these priorities address</p>	<p>Attendance and lates</p> <p>Fluency and stamina in Reading</p> <p>Fluency in Maths</p> <p>Wider environmental factors</p> <p>Nurture / ELSA £38,055.75</p> <p>SENCO £13,384</p> <p>Professional Services £10,500</p>
<p>Projected spending</p>	<p>£73,470.75</p>

Wider strategies for current academic year – (Stand 3)

Measure	Activity
<p>Priority 1 Disadvantages children to improve levels of attendance and punctuality.</p>	<p>FSW and DHT to use the Attendance policy and UPS flow chart to monitor and review attendance, send regular attendance letters, hold parent contracts and where necessary involve Jogo support to up level. Breakfast club used as a way to ensure that disadvantaged children are in school on time, had breakfast and ready for their learning.</p>
<p>Priority 2 Support for families is swiftly identified and implemented.</p>	<p>Two FSW within school support families through the Early Help process and support children who have social care involvement. Parental Engagement £12,685.25</p>
<p>Priority 3 Extra curriculum enriching experiences.</p>	<p>Premium used to ensure disadvantaged children have access to clubs to enhance cultural capital. Art and Sports participation and outdoor adventure learning. Sports Clubs £5055 Outdoor adventure learning (trips) Trips £4480 Access to quality texts (Books)</p>
<p>Priority 4 Disadvantaged children are ready and prepared for learning.</p>	<p>Afternoon nurture provision to address identified barriers to learning. Nurture lunch club. ESLA Support Breakfast club Pastoral team. PSHE curriculum and zones of regulation effectively delivered and implemented across the school.</p>
<p>Barriers to learning these priorities address</p>	<p>Low levels of attendance Children's readiness for participation in their learning. Limited extra curriculum activities due to cost implications. Sense of belonging - School Uniform Sport Participation – sports coach / clubs Arts Participation (Music Lessons / trips) Arts Opportunities – £296</p>

	<p>Access to quality texts (Books)</p> <p>PP Lunches £27,531</p> <p>Breakfast club £6337</p> <p>Pack of books for 'new to' PP – £235</p> <p>Uniform £940</p>
Projected spending	£57,559.25

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Limited time with whole staff for CPD	Ensure that SLT have a clear vision and goals for the CPD across the academic year. Quality first teaching and learning at the heart of the CPD based on informed research. CPD planned into the year using the WalkThrus books for professional development.
Targeted support	Ensure that interventions are well targeted and sufficient time is allocated to ensure that regularly take place. Ensure that monitoring is consistent and reflective.	Regular and reflective monitoring of interventions to ensure they optimise impact. Inclusion leader to have a clear overview and provision map reviewed regularly and action taken as soon as possible to maximise impact.
Wider strategies	Since COVID attendance across the school has been a challenge. Ensure that this doesn't continue to have a lasting impact.	Implementing the Attendance policy rigorously and following the UMPS flow chart to ensure that all children are identified as early as possible.

Review: last year's aims and outcomes

Aim	Outcome (Due to COVID lockdowns this is limited data)
A. Access to high quality teaching and learning opportunities, including quality interventions led by well trained staff.	Monitoring and assessment showed that high quality teaching and learning was evident across the school. Evidence based CPD provided to all staff showed impact, interventions had clear strategies and identified focus children to support

	<p>progress. The Ruth Miskin Phonics training ensured that staff all had the knowledge and skills to deliver focused sessions effectively.</p>
<p>B. Behaviour across the school improves and children are ready for learning and have better attitudes and ownership of their learning.</p>	<p>Learning walks have shown that children have a good understanding of the three school rules. The majority of children are always ready for their learning and display positive attitudes towards their work. SLT and phase leaders regularly monitor the behaviours across the school and engage with parents to ensure that children respond to interventions and display acceptable behaviours and learning attitudes. Next year we will continue to build on metacognition.</p>
<p>C. High expectations for disadvantaged pupils and additional support, guidance and intervention for pupils with multiple barriers. Higher rates of progress and attainment for PP children, measured through assessment in NTS tests.</p> <p>FSW / SEND support for children who have multiple barriers and improved attainment and progress for children who are PP without other barriers to learning.</p>	<p>NTS assessment data used alongside teacher writing assessment to track progress. The cycle happened again in the Summer term and phase leaders and teachers continually reviewed progress and identified intervention plans in preparation for the Autumn term 2021, these were shared in transition meetings so they could be started at the start of the Autumn term.</p> <p>Nurture practitioners were redeployed to support the bubbles during the pandemic. They were based in the classes with the children who they would have been working with in order to maximise the support for these pupils.</p> <p>Nurture and pastoral interventions were reintroduced as soon as possible as children needed this provision to make improvement on their Boxall scores.</p>
<p>D. Increased attendance rates for PP children and less lateness</p>	<p>Work was undertaken to reduce the number of persistent absentees. Regular meetings were held with parents and both parental contracts with school and external agencies implemented where necessary. Attendance is an area due to COVID which will remain an area of focus.</p>
<p>E. Increased involvement in learning from parents of PP children. FSW to work closely with families to ensure positive learning environments at home.</p>	<p>FSW made a massive impact in multiple ways to support families across the school during the pandemic. Including delivering IT resources to families, providing support and guidance and delivering food parcels. Breakfast club continues to make a positive impact on both attendance and the</p>

	wellbeing for the selected pupils enabling them to be focused for their learning. Next year we will relaunch the parental workshops as this was paused due to COVID.
F. Enable PP children to benefit from wider aspects of school life/enrichment opportunities	Wider opportunities and enrichment opportunities were provided as much as possible last year. Pupil voice and engagement with additional experiences showed that these opportunities provided valuable cultural experiences. This is something UMPs will continue to support for disadvantaged families.