

Aqueduct Primary School Pupil Premium Strategy 2021-2022

1. Summary information					
School	Aqueduct Primary School				
Academic Year	2021/2022	Total PP budget <i>(Based on financial year 2019 -2020)</i>	£99,530	Date of most recent PP Review	Sep 20
Total number of pupils	237	Number of pupils eligible for PP <i>(Currently between Sept 20 and July 21)</i>	83 (%) 5 Service 1 CLA	Date for next internal review of this strategy	July 21

2. Current attainment				
<i>At the end of KS2 2019 (No data collected at end of academic year 2020)</i>		<i>Pupils eligible for PP (your school)</i>	<i>Data review (July 2021)</i>	<i>All pupils National Average 2019</i>
% achieving expected standard or above in reading, writing & maths		50%	27%	64%
% achieving expected standard or above in reading		75%	67%	73%
% achieving expected standard or above in writing		50%	58%	78%
% achieving expected standard or above in maths		50%	25%	79%
3. Barriers to future attainment (for pupils eligible for PP)				
<i>Academic barriers (issues to be addressed in school, such as poor oral language skills)</i>				
A.	Quality of teaching for all - Coupled vulnerability with SEND is an issue for some of our PP eligible pupils.			
B.	Quality of teaching for all - Disadvantaged pupils often display social and emotional barriers to learning (Independence, resilience, growth			
C.	Pupils making accelerated progress in maths in order to attain ARE by the end of the academic year.			
<i>Additional barriers (including issues which also require action outside school, such as low attendance rates)</i>				
D.	SEMH needs (often external environmental factors contributing)			
4. Intended outcomes (specific outcomes and how they will be measured)		Success criteria		

A.	Increase the impact of teaching and learning for pupils through training and professional development for staff.	Disadvantaged pupils and pupils with SEND will make increased progress when compared to previous data.
B.	Increase the impact of teaching and learning for pupils through training and professional development for staff.	Disadvantaged pupils will benefit from greater developed independent learning skills.
C.	Increased % of pupils eligible for PPG funding attaining ARE in reading, writing and maths by the end of the year 2020-2021	All pupils eligible for PPG funding make at least expected progress in reading, writing and maths by the end of Summer 2021
D.	Whole school approach to social and emotional learning.	Improved social and emotional skills, academic performance, attitudes behaviour and relationships, reduced emotional distress.

5. Planned expenditure

Academic year 2020-2021

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Intended outcome	Action	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?																																																																
<p>Disadvantaged pupils and pupils with SEND will make increased progress when compared to previous data.</p>	<p>Additional interventions delivered through precision teaching.</p> <p>Well planned use of the Covid catch up funding.</p> <p>Small group and 1:1 support for disadvantaged pupils to continue to close the gap.</p> <p>Opportunities to experience hands on and practical learning.</p>	<p><i>'Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average.'</i> (EEF PP Guidance)</p> <p><i>'Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Tuition in groups of two has a slightly higher impact than in groups of three, but a slightly lower impact than one to one tuition. Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. Once group size increases above six or seven there is a noticeable reduction in effectiveness.'</i> (EEF PP Guidance)</p> <p><i>'Spending on improving teaching might include professional development, training and support for early career teachers and recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending.'</i> (EEF PP Guidance)</p>	<p>Monitoring of provision maps, intervention groups and pupils' work/books.</p> <p>Training delivered by quality trained professionals.</p> <p>Training monitored by SENCo.</p>	<p>CT SLT HT</p>	<p>End Feb 2021 (Children did not return until March 2021) End July 2021</p> <p>PPG</p> <table border="1" data-bbox="1805 775 2154 1107"> <thead> <tr> <th></th> <th>R</th> <th>W</th> <th>M</th> </tr> </thead> <tbody> <tr> <td>R</td> <td>50%</td> <td>75%</td> <td>50%</td> </tr> <tr> <td>Y1</td> <td>100%</td> <td>88%</td> <td>88%</td> </tr> <tr> <td>Y2</td> <td>89%</td> <td>89%</td> <td>78%</td> </tr> <tr> <td>Y3</td> <td>78%</td> <td>67%</td> <td>44%</td> </tr> <tr> <td>Y4</td> <td>67%</td> <td>33%</td> <td>78%</td> </tr> <tr> <td>Y5</td> <td>75%</td> <td>83%</td> <td>58%</td> </tr> <tr> <td>Y6</td> <td>80%</td> <td>67%</td> <td>87%</td> </tr> </tbody> </table> <p>SEND</p> <table border="1" data-bbox="1805 1150 2154 1482"> <thead> <tr> <th></th> <th>R</th> <th>W</th> <th>M</th> </tr> </thead> <tbody> <tr> <td>R</td> <td>50%</td> <td>100%</td> <td>50%</td> </tr> <tr> <td>Y1</td> <td>40%</td> <td>40%</td> <td>60%</td> </tr> <tr> <td>Y2</td> <td>57%</td> <td>57%</td> <td>57%</td> </tr> <tr> <td>Y3</td> <td>38%</td> <td>20%</td> <td>25%</td> </tr> <tr> <td>Y4</td> <td>50%</td> <td>33%</td> <td>50%</td> </tr> <tr> <td>Y5</td> <td>60%</td> <td>50%</td> <td>80%</td> </tr> <tr> <td>Y6</td> <td>63%</td> <td>63%</td> <td>75%</td> </tr> </tbody> </table>		R	W	M	R	50%	75%	50%	Y1	100%	88%	88%	Y2	89%	89%	78%	Y3	78%	67%	44%	Y4	67%	33%	78%	Y5	75%	83%	58%	Y6	80%	67%	87%		R	W	M	R	50%	100%	50%	Y1	40%	40%	60%	Y2	57%	57%	57%	Y3	38%	20%	25%	Y4	50%	33%	50%	Y5	60%	50%	80%	Y6	63%	63%	75%
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<p>Disadvantaged pupils will benefit from greater developed independent learning skills.</p>	<p>CPD for teachers and Inclusion Support Manager.</p> <p>Emotion coaching, ELSA & Growth Mindset.</p> <p>Growth Mindset CPD for all staff.</p> <p>Explicit teaching of independent problem solving and learning skills. 'Ultimately, the purpose of modelling is to help novice pupils become more capable of learning independently and thinking metacognitively.'</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Metacognition/EEF Metacognition and self-regulated learning.pdf</p> <p>Modelling, pupil-to-pupil and pupil-teacher talk to build the understanding of solution focused strategies and growth mindset.</p> <p>Explicit teaching of social and emotional learning skills.</p>	<p><i>'Metacognition and self-regulation approaches aim to help pupils think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring and evaluating their learning. Interventions are usually designed to give pupils a repertoire of strategies to choose from and the skills to select the most suitable strategy for a given learning task.</i></p> <p><i>Self-regulated learning can be broken into three essential components: cognition - the mental process involved in knowing, understanding, and learning; metacognition - often defined as 'learning to learn'; and motivation - willingness to engage our metacognitive and cognitive skills.'</i></p> <p>https://educationendowmentfoundation.org.uk/public/files/Toolkit/complete/EEF-Teaching-Learning-Toolkit-October-2018.pdf</p>	<p>KS2 phase leader monitoring of Growth Mindset teaching.</p>	<p>AP SLT LB</p>	<p>End of each term</p> <p>Autumn Term - Inclusion support manager</p> <p>Summary Report - STSA Review July 21</p> <p><i>'The (EYFS) curriculum and care practices promote and support children's emotional security and development of their character.'</i></p> <p><i>'Pupil voice outcomes and scrutiny of work confirm that children articulate their learning much more succinctly using technical vocabulary.'</i></p>
<p>Total budgeted cost</p>					<p>£18,000</p>

ii. Targeted support																																					
Intended outcome	Action	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?																																
<p>Increased % of pupils eligible for PPG funding attaining ARE in reading, writing and maths by the end of the year 2020-2021</p> <p>All pupils eligible for PPG funding make at least expected progress in reading, writing and maths by the end of Summer 2021</p>	<p>Quality first teaching.</p> <p>Planning differentiated according to the ability groups within the classroom.</p> <p>Target setting.</p> <p>Regular assessments for reading, writing and maths.</p> <p>Termly pupil progress meetings that identify the pupils not making expected or better progress and these needs identified on a provision map for each phase.</p> <p>Target pupils to be involved in intervention groups where necessary.</p> <p>Regular 1:1 speedy reading</p> <p>Superhero Readers</p> <p>Spelling sessions outside of the daily English lessons.</p> <p>After school writing club</p> <p>Additional breakfast clubs for reading and maths.</p>	<p>'Small group tuition is defined as one teacher or professional educator marking with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or marking area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.'</p> <p>EEF foundation 2018</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/</p>	<p>Data tracking by SLT.</p> <p>Termly analysis of PPG data.</p> <p>Monitoring of provision maps, intervention groups, pupils work, pupil voice, TA assessments.</p>	<p>CT</p> <p>SLT</p> <p>EH - Senco</p>	<p>Termly</p> <p>Summer 2021</p> <table border="1"> <thead> <tr> <th></th> <th>R</th> <th>W</th> <th>M</th> </tr> </thead> <tbody> <tr> <td>R</td> <td>50%</td> <td>50%</td> <td>29%</td> </tr> <tr> <td>1</td> <td>39%</td> <td>32%</td> <td>39%</td> </tr> <tr> <td>2</td> <td>77%</td> <td>62%</td> <td>77%</td> </tr> <tr> <td>3</td> <td>51%</td> <td>35%</td> <td>49%</td> </tr> <tr> <td>4</td> <td>44%</td> <td>46%</td> <td>54%</td> </tr> <tr> <td>5</td> <td>65%</td> <td>59%</td> <td>41%</td> </tr> <tr> <td>6</td> <td>64%</td> <td>36%</td> <td>51%</td> </tr> </tbody> </table> <p>Spring 2021 - Covid restrictions</p>		R	W	M	R	50%	50%	29%	1	39%	32%	39%	2	77%	62%	77%	3	51%	35%	49%	4	44%	46%	54%	5	65%	59%	41%	6	64%	36%	51%
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<i>iii. Other approaches</i>					
<i>Intended outcome</i>	<i>Action</i>	<i>What is the evidence and rationale for this choice?</i>	<i>How will you ensure it is implemented well?</i>	<i>Staff lead</i>	<i>When will you review implementation?</i>
<p>Improved social and emotional skills, academic performance, attitudes behaviour and relationships, reduced emotional distress.</p>	<p>TA deployment to focus on individual needs within the classroom.</p> <p>1:1 TA support for vulnerable students.</p> <p>Emotion Coaching training - December 2020 - cancelled (March 2021 new date)</p> <p>Wellbeing committee including staff, pupils, governors and the wider community.</p> <p>Wellbeing award research and registration.</p>	<p>Whole school approach to well being and emotional learning.</p> <p>Explicit teaching of social and emotional learning skills.</p> <p><i>'Interventions which target social and emotional learning (SEL) seek to improve pupils' interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community.'</i></p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/</p>	<p>Termly data tracking by SLT.</p> <p>Termly analysis of year PPG data with a focus on combined progress.</p> <p>Monitoring of provision maps, intervention groups and pupil's work.</p> <p>Pupil voice.</p> <p>Evidence towards wellbeing award.</p>	<p>LB - Inclusion Manager</p> <p>KS - Personal Development and Citizenship Leader</p> <p>SLT</p>	<p>Sept - Dec Committee established. 3 staff members, 1 governor, 6 pupils.</p> <p>Dec - June 2021 Pupil voice comparison.</p> <p><i>'Noticeable difference in the collated results concerning the children's feelings and worries following returning to school full time.</i></p> <p><i>% Decreased in the questions relating to feeling brave, asking for help, dealing with feelings, getting exercise or sleep, routines, coping with worries.'</i></p> <p><i>Additional work to be undertaken focusing on these areas in the autumn term 2021.</i></p>
Total budgeted cost					£28,000