

# 2021-2022 Pupil Premium Strategy

## 1. Summary information

<b>School</b>	Telscombe Cliffs Primary School and Nursery				
<b>Academic Year</b>	2021/22	<b>Total PP budget</b>	£114,945*  (there will be two lots of catch-up money to follow which will be aligned to this strategy once the money is received – the total estimated is £24,000)	<b>Date of most recent PP Review</b>	July 2021
<b>Total number of pupils</b>	591 (not including nursery)	<b>Number of pupils eligible for PP</b>	84 (including 2 post LAC and 1 service child) – 14% of children	<b>Date for next internal review of this strategy</b>	July 2022

## 2. Internal Assessment (End of Key Stage 2 July 2021 – 11 children)

Age Related Expectations (ARE) Greater Depth Standard (GDS)	Reading	Writing	Maths	Combined
<b>% achieving ARE PP (GDS)</b>	73% (9%)	55% (9%)	45% (18%)	36% (9%)
<b>% achieving ARE Non-PP (GDS)</b>	73% (24%)	83% (6%)	86% (17%)	63% (1%)

## Statutory Assessment (End of KS2 Results July 2019 – 24 children)

Age Related Expectations (ARE) Greater Depth Standard (GDS)	Pupils eligible for PP Telscombe Cliffs	Non-PP Telscombe Cliffs	Pupils eligible for PP National	Non-PP National
<b>% achieving ARE in reading, writing and maths combined</b>	41.7%	53.8%	51.5%	71.5%
<b>% achieving GDS in reading, writing and maths combined</b>	0%	6.2%	4.7%	13.3%
<b>ARE attainment and progress in reading</b>	58.3% -4.9	64.5% -3.3	62.3% -0.6	78.8% 0.3
<b>GDS reading</b>	16.7%	21.5%	17%	31.8%
<b>ARE attainment and progress in writing</b>	54.2% -5.4	75.4% -3.6	67.9% -0.5	83.9% 0.3
<b>GDS writing</b>	4.2%	6.2%	11.4%	24.2%
<b>ARE attainment and progress in maths</b>	45.8% -6.6	67.7% -4.4	67.5% -0.7	84.2% 0.4
<b>GDS maths</b>	0%	23.1%	15.6%	31.8%

### 3. Barriers to future attainment (for pupils eligible for PP, including high ability)

#### In-school barriers (issues to be addressed in school, such as poor oral language skills)

<b>A.</b>	PP significantly below (approximately 20%) typical for communication, language and phonics skills than for other pupils. This results in lower attainment in reading and writing as they move through the school.
<b>B.</b>	High level of SEND in PP in relation to non-PP.
<b>C.</b>	Boys do not engage as well with learning as girls – this leads to a gender disparity with boys performing less well, especially in Reading and phonics.
<b>D.</b>	Positive attitudes to learning are generally less embedded for disadvantaged children.

#### External barriers (issues which also require action outside school, such as low attendance rates)

<b>E.</b>	PP non-attendance and persistent absence is higher than Non-PP though the gap reduced by 0.8% in 2020-2021. This reduction of time spent in school causes them to fall further behind.
<b>F.</b>	Lack of parental involvement in school and home learning impacts on progress.
<b>G.</b>	Limited enrichment and extra-curricular opportunities means some PP children have less access to life experiences/cultural capital than their peers to support learning.

### 4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improve phonics, communication and language skills for PP children in EYFS and Key Stage 1.	EYFS data shows rapid progress from baseline. Language link scores show secure improvement. 77% of PP children (10/13) pass the Phonics Screening assessment in Year 1. 79% of PP children (11/14) pass the Phonics Screening assessment in Year 2. 81% of PP children (13/16) pass the Phonics Screening assessment in Year 3.
<b>B.</b>	Improve outcomes for PP children in reading, writing and mathematics including those who have SEND.	SEN children in receipt of PP demonstrate good progress based on assessment and work in books. Pupil voice quantitative and qualitative evidence indicates that all children access and enjoy core teaching. Impact of targeted interventions is evaluated termly.
<b>C.</b>	To close the gender gap in reading and phonics for PP children.	Pupil voice shows increased boys' engagement with class texts and access to other books in school. Boys are engaged by our new approach to teaching of phonics, reading and writing (STEP teaching school). This is evident in monitoring and pupil voice. Rapid improvement from baseline phonics data. Teacher assessment shows that the % of PP boys at ARE in reading and phonics is increasing compared to 2020/21 – by at least 10%.
<b>D.</b>	To close the gap between PP and non PP at the end of KS2 in reading, writing and mathematics.	Teacher assessment and validated data shows that the % ARE gap between PP and Non-PP in KS2 is closing by at least 10% compared to 2019/2020 and 2020/21. <u>2021/22 PP Targets</u> KS2 ARE reading, writing and maths combined 64%.
<b>E.</b>	Increased attendance rates for pupils eligible for PP to at least 94%. Persistent absence is reduced by at least 10%.	Attendance is monitored weekly by Attendance Officer and procedures are robustly adhered to. Pupil voice of our most frequent PP absentees demonstrate increased engagement which positively impacts their attendance.

		Gap between PP and non-PP in overall attendance and persistent absence is reduced compared to 2020/21 and is now in line with our targets.
<b>F.</b>	Increased self-esteem, emotional literacy and resilience.	Pupil feedback via initial pupil voice (maths, English and attitudes to learning) – to be implemented by <b>tutors</b> for each year group. 100% of PP children confirm that they feel confident in school. Positive behaviour from vulnerable pupils results in a reduction of FTE. Our target is 0% FTE. Pride in completed work is evident through book scrutiny and pupil voice.
<b>G.</b>	Children have curriculum enrichment and engage in opportunities outside of school hours (if COVID- 19 allows this).	Baseline assessments and pupil feedback demonstrate increased engagement towards in-school and out of school opportunities. 100% of PP children have regular opportunities for enrichment including clubs and wrap around care. Parent feedback supports increased engagement and positive impact (parent survey). Increased life skills and experiences due to enrichment offered at school.

## 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?
<b>A.</b> Improve phonics, communication and language skills for PP children in EYFS and Key Stage 1.	<p>Quality first teaching</p> <p>Targeted interventions</p> <p>Parental training in phonics (either in school or an online workshop)</p> <p>Additional specialised teaching assistant support for speech and language.</p> <p>Speech link and language link assessment and provision in place for early intervention</p> <p>Provide extra phonics phonetically decodable readers and access to online reading resources for PP</p>	<p><b>A</b> Children start Telscombe Cliffs 20% below typical for communication, language and phonics skills, and PP is lower than non-PP. Pupils need to be able to have strong communication and language skills, and be able to read well in order to successfully access a full curriculum.</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/</a></p>	<p><b>A</b> Ongoing staff training impacts on class teaching to 100% at least good December 2021.</p> <p>Feedback from observation shows engagement and application of children.</p> <p>Children are communicating with learning partners and showing good learning skills.</p> <p>Parental engagement – feedback from phonics workshops.</p> <p>Speech and Language Link baselines. There is evidence of rapid progress (interventions/data for speech and language link, phonic data).</p> <p>Rising Stars records show weekly engagement of children and parents.</p>	<p>PP Lead</p> <p>Year group leads</p> <p>Tutors</p> <p>SENCO and Phonics</p> <p>Support Staff</p>	<p>December 2021</p> <p>April 2022</p> <p>July 2022</p> <p>£9,578.25 (50% of a tutor cost during this period)</p> <p><b>Total - £9,578.25</b></p>

	<p>children at home and at school</p> <p>Tutor to parallel teach sessions to include vulnerable learners.</p>		<p>Language Link and phonics data is assessed termly and shared with SLT. Overseen by DHT.</p>		
<p><b>B.</b> Improve outcomes for PP children in reading, writing and mathematics including those who have SEND.</p>	<p><b>B</b> Staff training – behaviour and engagement. Maths and English CPD.</p> <p>Children who need regular accountability to receive weekly mentor sessions.</p> <p>Sessions with Mental Health keyworkers, Play therapists where appropriate.</p> <p>Extra data accountability and focus in pupil progress meetings.</p> <p>Year group Tutors to identify PP and Key marginal children in need of additional support and provide targeted interventions in Maths, Reading and Phonics.</p>	<p><b>B</b> PP children have a higher proportion of SEND needs than for other groups – Year 1-6 16%. Whole school is 11%. Non PP is 9%.</p> <p>Due to their specific needs, some SEND children will benefit from more personalised 1-1 or small group teaching and interventions. The EEF findings state the evidence of impact is consistent and strong, particularly for younger learners who are behind their peers in primary schools, and for subjects like reading and mathematics. Effects on pupils from disadvantaged backgrounds tend to be particularly positive.</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/one-to-one-tuition/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/one-to-one-tuition/</a></p>	<p><b>B</b> PP Lead regularly (weekly to begin with) meets with SENCO, class teachers and support staff. Regular dialogue with teachers focuses on impact of monitoring sessions. Termly review of interventions. PP Lead to write termly report for HT to be delivered to IEB. Discussion and identified actions in termly pupil progress meetings. Pupil Premium governor to meet with PP Lead termly. Monitoring of books monthly. Amend RAP documents for PPM to highlight achievement of PP v Non-PP, SEND PP v non-SEND PP and boys v girls to monitor progress through the year.</p>	<p>PP Lead Year group leads Tutors SENCO</p>	<p>December 2021 April 2022 July 2022</p> <p>£5,000 SEND in class 1-1 nurture provision. £7,000 SEND 1-1 and small group intervention (£1,000 per year group)</p> <p><b>£12,000</b></p>
<p><b>C.</b> To close the gender gap in reading and phonics for PP children.</p>	<p><b>C.</b> Further staff training on English with a focus on reading and boys' engagement.</p> <p>Tutoring</p> <p>New books purchased for whole class reading.</p> <p>PP Children targeted for daily reading.</p> <p>Phonics, reading and writing initiatives give visual support to boys in their learning.</p> <p>Vocabulary shared with all vulnerable children and displayed in class displays.</p>	<p><b>D.</b> Following pupil voice, new reading canon is partly designed to further engage reluctant boys.</p> <p>Extra 1-1 reading supports children effectively and results in rapid improvement.</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/one-to-one-tuition/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/one-to-one-tuition/</a></p> <p>Local author visit who writes about football will help to inspire disengaged boys who hold this interest</p> <p><a href="https://educationendowmentfoundation.org.uk/news/eef-blog-reading-aloud-with-your-class-what-does-the-research-say">https://educationendowmentfoundation.org.uk/news/eef-blog-reading-aloud-with-your-class-what-does-the-research-say</a></p>	<p><b>C.</b> Training delivered by STEP teaching school spread across the year for all year groups has resulted in changes in planning for English. Impact to be measured through pupil voice and data.</p> <p>Termly phonics, reading and writing data is collected. This includes gap analysis which will inform future planning.</p> <p>Phonics, reading and writing initiatives implemented- Impact monitored through termly data and learning walks.</p> <p>Moderation of children's work includes a gender focus to track boys' outcomes. Termly.</p> <p>Gender data checked termly and focus in pupil progress meetings and RAPs.</p>	<p>PP Lead English Leads</p>	<p>December 2021 April 2022 July 2022</p> <p>£2,500 – books for whole class reading £4,241.18 – books for the library £250 – author visit (books about football)</p> <p><b>Total - £6,991.18</b></p>

	Author visit.				
<b>D.</b> To close the gap between PP and non PP in KS2 in reading, writing and mathematics.	<p>STEP CPD in reading and writing.</p> <p>Further embed maths mastery CPD.</p> <p>Tutors (mainly through NTP) to focus provision on PP and Key Marginal children addressing specific gaps in knowledge</p> <p>Daily phonics interventions before school in KS2 to address specific gaps</p>	<p><b>D</b> 1 to1 and small group intervention (including feedback) will improve skills, confidence and progress of targeted Pupil Premium pupils.</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/one-to-one-tuition/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/one-to-one-tuition/</a></p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/feedback/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/feedback/</a></p> <p><a href="https://educationendowmentfoundation.org.uk/tools/guidance-reports/making-best-use-of-teaching-assistants/">https://educationendowmentfoundation.org.uk/tools/guidance-reports/making-best-use-of-teaching-assistants/</a></p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1015216/School-Led_Tutoring_Guidance_.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1015216/School-Led_Tutoring_Guidance_.pdf</a></p>	<p><b>D.</b> Initiatives and interventions embedded.</p> <p>Lesson observations evidence improved quality of teaching and learning to 100% at least good.</p> <p>Termly pupil progress meetings are robust and hold teachers to account re pupil progress. PP is always discussed at these meetings.</p> <p>100% of parents/carers of PP children attend parent evenings.</p>	<p>PP Lead Maths Lead. English Year group leads</p>	<p>December 2021</p> <p>April 2022</p> <p>July 2022</p> <p>Maths CPD £3,000</p> <p>£50,210.57 allocation of PP money to employ 5 catch-up tutors (50% of one catch-up tutor's money has been allocated under phonics)</p> <p><b>Total £53,210.57</b></p>

**Total budgeted cost    £81,780**

## ii. 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?
<b>E.</b> Increased attendance rates for pupils eligible for PP to at least 94%. Persistent absence is reduced by at least 10%.	<p><b>E.</b> Attendance action plan is written with HT and shared with staff.</p> <p>Attendance is monitored weekly by PP Lead using 3BM and a summary document provided to the Headteacher.</p> <p>Attendance Officer supports DHT in monitoring attendance</p>	<p><b>E.</b> It is crucial that all children access all learning every day. Any interruption to learning impacts on children's progress and ability to keep up with their peers.</p>	<p><b>E.</b> Phone calls follow up absences as per First Day Calling protocol.</p> <p>A variety of letters are triggered by poor attendance.</p> <p>Involvement of external agencies (ESBAS) when the level of unauthorised absences hits threshold.</p> <p>Regular conversations with parents informally and formally- Attendance Officer and DHT.</p>	<p>Attendance officer Learning mentors PP Lead SLT Office</p>	<p>December 2021</p> <p>April 2022</p> <p>July 2022</p> <p>£2,000 for specific rewards – mainly football or Forest School.</p>

	<p>figures (daily) and communication with parents and children.</p> <p>Attendance is celebrated through newsletters, weekly assemblies, trophies and certificates.</p> <p>Specific rewards implemented (e.g. Forest School, football) for our poorest PP attendees.</p> <p>Support parents who have anxiety about sending children to school during COVID- 19 pandemic.</p>		<p>Regular panel meets to target the hard to reach parents when rapid progress isn't being made.</p> <p>DHT and Attendance Officer are held to account through effective Performance Management to both celebrate good attendance and challenge when it's poor.</p> <p>Attendance to feature in every PPM.</p>		<p>£6,291 Attendance Officer</p> <p><b>Total £8,291</b></p>
<p><b>F.</b> Increased self-esteem, emotional literacy and resilience.</p>	<p>Whole school behaviour / welfare training linked to routines and high expectations.</p> <p>Learning Mentors to support Vulnerable learners</p> <p>Mental Health support worker sessions</p> <p>Play therapist sessions</p>	<p>Barriers to learning will be reduced by developing metacognition and self-regulation. Closure due to COVID- 19 means that extra input is needed on emotional wellbeing and resilience.</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/meta-cognition-and-self-regulation/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/meta-cognition-and-self-regulation/</a></p>	<p>Feedback from Mental Health and Play Therapist practitioners through termly reports.</p> <p>Monitoring of vulnerable pupils time in and out of core teaching. All staff to be aware of vulnerable pupils both in class and at break and lunchtimes.</p> <p>Weekly reporting of mentoring strategy which involves learning mentors meeting students on a Monday to set targets and reviewing them on a Friday.</p> <p>Through termly pupil voice.</p>	<p>PP Lead SLT SENCO Class teachers Year group leads</p>	<p>December 2021</p> <p>April 2022</p> <p>July 2022</p> <p>£5,900 Play therapist</p> <p>£15,199 (50% of cost of 2 learning mentors)</p> <p><b>Total £21,099</b></p>
<p><b>G.</b> Children have curriculum enrichment and engage in opportunities outside of school hours (if COVID- 19 allows this).</p>	<p>Enrichment activities are used to provide wider life opportunities that broaden their horizons.</p> <p>Residential visit.</p> <p>Karate, football, Bikeability and Sussex Academy of Music.</p> <p>PP children given priority when applying for club night place- invited in where appropriate</p> <p>Visits and Visitors.</p>	<p>All pupils need to enjoy and engage in all aspects of school experiences, education visits and curriculum activities.</p> <p>We want pupils to enjoy a diverse range of experiences, building social and cultural capital and enrichment for all our students.</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/</a></p>	<p>We monitor access to after school clubs and extracurricular provision. This includes wrap around care and home provisio.</p> <p>School ensures children eligible to PP take up opportunities provided so will target individuals. School pays for 50% of residential trips for PP.</p> <p>Pupil feedback.</p>	<p>PP Lead Clubs Lead</p>	<p>December 2021</p> <p>April 2022</p> <p>July 2022</p> <p><b>Total £3,775</b> (this includes an allocation of £2,000 for residential trip)</p>

	Fund music lessons and clubs.				
<b>Total budgeted cost</b>					<b>£33,165</b>