

The Firs Lower School  
Pupil Premium Report 2021/2022



Summary information					
<b>School</b>	The Firs Lower School				
<b>Academic Year</b>	2021/2022	<b>Total PP budget</b>	Allocation: £20,415.25 Carry forward: -£1,739 <b>Total: £18,676.25</b>	<b>Date of most recent PP Review:</b>	July 2022
<b>1. Long term priorities for pupil premium expenditure</b>					
<b>Priority 1</b>	Maintaining our commitment to the development of Quality First Teaching skills, through mentoring and high quality Performance Management processes.				
<b>Priority 2</b>	Capacity to ensure highly individualised and ambitious targeted support for those children with cognitive and emotional needs.				
<b>Priority 3</b>	Introduce RADY programme with the intention of closing gaps between the outcomes for disadvantaged and other pupils.				
<b>Barriers to future attainment for our pupils eligible for PP:</b>					
In - School Barriers:	1. Significant multiple vulnerabilities impacting on disadvantaged Children's capacity for equal levels of attainment and progress particularly in Year R and 3.				
	2. Capacity to support the significant social, emotional and mental health needs of a large group of disadvantaged children impacting on behaviour choices for some pupils.				
	3. Impact of financial constraints on provision.				
<b>External barriers:</b>	1. A lack of wider life experiences, contributing to lesser spiritual, moral, social and cultural, physical and academic opportunities. 2. Impact of school closure over the last two years due to Covid19 and the resultant "missed" educational and social opportunities.				

2. Intended outcomes ( <i>specific outcomes and how they will be measured</i> )		Success criteria	Measuring outcomes
<b>A</b>	<b>Children with SEMH needs to make good or better rates of progress and the impacts on attainment for these pupils.</b>	<ul style="list-style-type: none"> <li>Metacognition and self-regulation techniques introduced to pupil premium children</li> <li>Social interventions such as lego therapy/ CALM club will be introduced to children who find difficulty interacting positively. Children will be evident within class.</li> </ul>	<ul style="list-style-type: none"> <li>The number of behaviour incidents reduces</li> <li>Children engage more with learning.</li> <li>Impact of commitment to active learning can be seen in readiness to learn.</li> <li>Classroom observations and interviews with class teachers will be a way of measuring the impact.</li> <li>Children taking part in Lego therapy &amp; CALM club will be assessed using a strengths and difficulties questionnaire – both at home and at school. The results will be compared at the beginning and end of the year.</li> </ul>
<b>B</b>	<b>Disadvantaged pupils make good progress with their short step targets.</b>	<ul style="list-style-type: none"> <li>As part of the Target Monitoring process, consideration of the progress made by disadvantaged children will be prioritised and strategies for additional support agreed where needed.</li> <li>Support for disadvantaged children will be prioritised by staff when planning learning and feedback.</li> <li>Lexia will be provided to pupil premium children to support their reading development.</li> <li>1:1 tutoring in Read, Write, Inc., where they have made little or no progress.</li> </ul>	<ul style="list-style-type: none"> <li>Termly target monitoring meetings.</li> <li>Usage and progress will be tracked regularly to monitor the effectiveness of Lexia provision</li> <li>Half termly read, write, inc assessments will monitor the success of 1:1 tuition</li> </ul>
<b>C</b>	<b>Plan for and deliver the 'golden threads' within the RADY programme</b>	<ul style="list-style-type: none"> <li>All staff to be made aware of the RADY programme and the key aspects of the RADY pledge.</li> <li>School Development plan to include RADY Golden thread ideas that ensure the welfare and</li> </ul>	<ul style="list-style-type: none"> <li>School to evaluate the progress with enhancing Y2 provision to set goals for expanding the programme in 22/23.</li> </ul>

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		<p>achievement of disadvantaged pupils is a priority in all school development activity.</p> <ul style="list-style-type: none"> <li>• School to focus on Y2 disadvantaged pupils (as the largest group) to deliver the aspects of the RADY programme below: <ul style="list-style-type: none"> <li>○ Y2 staff set ambitious targets for Y2 disadvantaged pupils (after attending training session concerning the 'uplift and equalise' process for target setting / support)</li> <li>○ Increased opportunities / participation for disadvantaged Y2 pupils in activities across the school</li> <li>○ Y2 disadvantaged pupils make good progress with their short step targets</li> </ul> </li> </ul>	
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### 3. Review of expenditure

Review 21/22– To be completed Summer 2022

Intended outcome A	Action	Estimated impact/ rationale: Did you meet the success criteria?
Children with SEMH needs make good or better rates of progress and this impacts on attainment for these pupils.	<ul style="list-style-type: none"> <li>• Weekly 1:1 pastoral support sessions with each pupil premium child.</li> <li>• Group 'nurture' type sessions for pupil premium children who display social or emotional needs. Eg weekly 'CALM club'</li> </ul>	<ul style="list-style-type: none"> <li>• The weekly 1:1 pastoral sessions were extremely beneficial to 21 individuals: <ul style="list-style-type: none"> <li>○ 1 child was seen every day</li> <li>○ 10 children were supported once a week</li> <li>○ 5 children were supported fortnightly</li> <li>○ 5 children had check ups once a half term.</li> </ul> </li> <li>• Feedback from the children, staff and parents all indicated that these sessions had a very positive impact on helping children to manage emotional difficulties and maximise their learning potential.</li> <li>• Each morning, a small group of 5 children took</li> </ul>

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		<p>part in nurturing sensory trails to provide a positive start to the day, where they had previously struggled to settle into their class. A gradual integration proved effective and by the 2nd half of the summer term these sessions were all proving successful in ensuring all 5 children made a positive start each morning.</p> <ul style="list-style-type: none"> <li>• 'CALM club' &amp; lego therapy sessions were extremely beneficial - evident in the comparison between strengths and difficulties questionnaires administered before and after the series of sessions.</li> </ul>
<b>Intended outcome B</b>	<b>Action</b>	<b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).
Disadvantaged pupils make good progress with their short step targets.	<ul style="list-style-type: none"> <li>• As part of the Target Monitoring process, consideration of the progress made by disadvantaged children was prioritised.</li> <li>• Support for disadvantaged children was prioritised by staff when planning learning and feedback.</li> <li>• Lexia was provided to pupil premium children to support their reading development.</li> <li>• 1:1 tutoring in Read, Write, Inc., where they had insufficient progress.</li> </ul>	<ul style="list-style-type: none"> <li>• Spelling intervention for PP pupils showed that 70% had increased their spelling scores from when assessed at the beginning of the year.</li> <li>• The ten PP children on Read Write Inc. progressed by between 1 and 5 RWI bands by the end of the year.</li> <li>• 71% made expected progress in relation to end of year targets in Reading, writing and maths. Where children made 'expected' progress but remained WTS (Working Towards the expected standard) they made demonstrable in year progress.</li> </ul>
<b>Intended outcome C</b>	<b>Action</b>	<b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).

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RADY programme	<ul style="list-style-type: none"> <li>• All staff were made aware of the RADY programme and the key aspects of the RADY pledge.</li> <li>• The School Development plan included RADY Golden thread ideas that will ensure the welfare and achievement of disadvantaged pupils was a priority in all school development activity.</li> <li>• The school focused on Y2 disadvantaged pupils (as the largest group and set ambitious targets for Y2 disadvantaged pupils</li> </ul>	<ul style="list-style-type: none"> <li>• Two members of SLT took part in RADY training</li> <li>• Year Two staff were subsequently trained</li> <li>• Provision was made to support the Year Two PP children but our efforts to implement the RADY programme were severely impacted by COVID during the course of the year.</li> </ul>
<b>Additional support:</b>	Funding for the residential trip to Grafham Contribution towards swimming sessions.	This was offered to pupil premium pupils in the year group this applied to. All pupil premium children participated in swimming and Grafham Water events and the financial contributions helped it to be possible and stress-free for the families involved.
Total expenditure: £18,135.05 Carry forward for 2022/2023: £541.20		