



Jacobstow Community Primary School and Preschool

Pupil Premium Strategy and Recovery
Premium 2021 – 2024

Academic Year 2021-2022

Ratified by Governors:29/11/2021

Headteacher's Signature:..... M Kofe

Date shared with staff:.....30/11/2021.....

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Pupil premium strategy statement 2021-2022 for Jacobstow Community Primary and Pre School

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Jacobstow Community Primary School
Number of pupils in school	99
Proportion (%) of pupil premium eligible pupils	
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 (with forward planning to 2022-2023; 2023-2024)
Date this statement was published	December 2021
Date on which it will be reviewed	Periodic reviews but full review December 2022
Statement authorised by	Mikaela Rofe and Jo Marriott
Pupil premium lead	Mikaela Rofe
Governor / Trustee lead	Emma Sheridan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	££
Recovery premium funding allocation this academic year	££
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	££
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	££

Part A: Pupil premium strategy plan

Statement of intent

Context:

When we made the decisions about allocating our Pupil Premium funding it was important for us to make sure we considered the **context of our school** and the **subsequent challenges** faced **as a result** of the context we are in. Research conducted by the EEF was then used to support decisions around the usefulness and effectiveness of different strategies and their value for money. This year, we are **still experiencing some additional and unique issues as a result of the pandemic** from Spring 2020 through to now. This has shaped some of our decisions in order to best fit these unique and unprecedented circumstances.

Historically, from on entry assessments, pupil progress meetings and discussions and work alongside children and families, **common barriers we have experienced** to learning for disadvantaged children has been:

less support at home to 'practise' skills, lower levels of confidence with education at home and school, lower language and communication skills, a lack of confidence and self-esteem and aspirations, some low level behaviour difficulties, attendance and punctuality issues.

We have also found that these have resonated with some of our non-disadvantaged families. We continue to have a number of complex family and individual situations that have prevented children from flourishing and being able to engage fully with education. Further to this, we have found that many of our children fall just outside the 'cusp' for being eligible for Pupil Premium, so we have spent time considering how our strategies, resources and interventions can also be used to best support these children outside of the Pupil Premium grouping.

Intention

Our intention is that all pupils, irrespective of their background or the challenges they face, **make good progress and achieve high attainment across all subject areas.**

The focus of our current pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already considered high attainers. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Identified Gaps and Areas to focus on in order to reduce the gap between the outcomes of disadvantaged pupils and non-disadvantaged pupils and to provide opportunities and support to ensure all pupils make progress towards their goals are:

- **Oracy, speech and language difficulties** are gaps which are most apparent from an early age in our school. Developing language and communication for our Early Years and throughout KS1 and KS2 has to be paramount.
- despite most children reaching the end of KS2 working at age related outcomes or higher in reading last year, too many children are **not reaching the end of KS1 working at age related expectations in reading and too many children have gaps in their phonics** ability and too many are **not reaching the expected standards in writing** at KS1 or 2. This is even more apparent for our disadvantaged pupils. We are working to address these areas with high quality teaching, which stems from high quality training for all staff and the introduction of a new phonics scheme validated under the SSP programme.
- Our data for **Maths shows that children have gaps identified in the basics of number and place value**, which then impacts upon their ability to achieve ARE at the end of KS2, but also throughout the years in between. We are working to address these areas with high quality teaching, which stems from high quality training for all staff and the involvement with a Mastering Numbers Hub Project with NCETM.
- What is important for our families is that their **children are not disadvantaged any further** and that they have the **same opportunities as other children**: achieved through areas such as subsidising residential trips, accessing clubs or providing free school uniform. We also work to provide a range of experiences in school and on school trips to ensure equity.
- **Persistent absenteeism** is something we have worked hard to improve over the last 2 years, and despite Covid causing a disruption to the children's education, we are making a difference with the strategies in place to improve attendance and punctuality for all pupils and open up discussions with families.
- **Emotional wellbeing and developing a positive mental health** has had an impact on the interaction with school and education for many of our families and children. We understand that pupils need to feel safe, valued and respected in order to learn and this is something that we have worked hard to increase over the last 2 years.

Our ultimate, overarching objectives therefore are:

- ✓ **To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.**
- ✓ **For all disadvantaged pupils in school to make or exceed nationally expected progress rates.**
- ✓ **To support our children's physical and mental health and wellbeing to enable them to access learning at an appropriate level and feel supported**
- ✓ **To provide high quality experiences for all children to boost exposure and awareness**

A focus on high-quality first teaching continues to be at the heart of our approach, with a particular focus on the areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. We have also placed **high emphasis on the continual need for CPD for all staff**, linked to whole school and individual priorities. Our approach will be responsive to the common challenges we face, as well as to those more individual needs. These approaches will be rooted in assessment and evidence

based trails, not assumptions about the impact of disadvantage. The approaches we have adopted have been chosen as they also complement each other to help pupils excel.

To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point where a need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

We aim to do this through

- Ensuring that teaching and learning opportunities meet the needs of all the pupils,
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups,
- Allocating funding following a needs analysis which will identify priority classes, groups or individuals. *Limited funding and resources and differing needs means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.*
- By being aware that some children are not considered eligible as part of the criteria yet would benefit from being included in interventions and strategies ; similarly we also recognise that some children who are in the PP grouping will not necessarily be considered academically disadvantaged and may also not appear socially disadvantaged

The range of provision the Governors consider making for this group include, but are not exclusive to:

- *Working to ensure all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.*
- *Reducing class sizes where budgets allow, thus improving opportunities for effective teaching and accelerating progress*
- *To allocate a 'Catch Up' Teaching Assistant to each Year Group - providing small group and 1-1 work focussed on overcoming identified gaps in learning*
- *Additional learning support and / or 1-1 support where necessary*
- *Additional teaching and learning opportunities provided through external agencies or specific programmes*
- *All our work through the pupil premium will be aimed at accelerating progress, working to move children to at least age-related expectations.*
- *Pupil premium resources are to be used to target able children on Free School Meals to achieve and secure Age Related Expectations*
- *Support payment for activities, educational visits and residential. Ensuring children have first-hand experiences to use in their learning in the classroom.*
- *Behaviour support where relevant according to specific needs*
- *Emotional and Wellbeing support*

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Low levels of Oracy, speech and language
2	Narrowing the attainment gap across Reading and Writing and increasing the number of children achieving ARE
3	Persistent difficulties with phonics – leading to KS2 gaps affecting spelling and overall writing and reading confidence
4	Maths shows that children have gaps identified in the basics of number and place value affecting ability to be ARE across the board
5	Wider Experiences and opportunities affecting challenge 1,2 3 and 4 and compounded by challenge 6 and 7
6	Some Attendance and Punctuality issues – including persistent absenteeism - unpicking of reasons why.
7	Emotional and positive mental wellbeing (children and families)

Intended outcomes by the end of our Three Year Plan (July 2024)

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p>By July 2024: Challenge 1</p> <ul style="list-style-type: none"> ★ All pupils will make significant progress from their personal starting points with their speech and language development in the EYFS. ★ Children will hit milestones determined by our FSU staff and/or be supported quickly if they do not. ★ Children begin Year 1 with a good foundation of language and oracy to contribute to group and class discussions. ★ Children across the school are confident orators who are able to participate in ARE appropriate activities. ★ Use of vocabulary in written work and subject specific learning has improved appropriately. ★ 	<p>Teachers report that they have a strong understanding of high quality teaching in language and oracy in the classroom across all subject areas.</p> <p>SLT/MLT observations note that staff in EYFS have a distinct focus on language and oracy in the classroom and associated provision.</p> <p>Disadvantaged pupils in EYFS achieve Early Learning Goals in line with the national average in communication and language.</p> <p>Interaction with SALT demonstrate that pupils are making personal progress towards their goals.</p> <p>Children across the school report an increased confidence in their ability to communicate verbally and this is evident through interactions around school and in class.</p>

<p>By July 2024:Challenge 2</p> <ul style="list-style-type: none"> ★ All children who are disadvantaged will have made significant progress from their own starting points in reading and writing ★ The attainment gap between children in the advantaged and non-disadvantaged group will be smaller in reading and writing ★ The number of children achieving ARE in all groups will have increased ★ The number of children leaving KS1 below ARE will have lowered, in line with national, enabling children to access the lower KS2 curriculum more effectively 	<p>Teachers and support staff are well supported with the teaching of reading and writing in line with school practice and deliver sessions that are engaging, consistent and pitched at the right level of challenge for pupils.</p> <p>SLT/MLT regular monitoring of reading and writing sessions demonstrate that the pupils are being challenged and progress is being made from their starting points.</p> <p>Disadvantaged pupils in KS1 achieve reading and writing outcomes in line with the national average for reading outcomes, which is showing that it should sustain until the end of KS2.</p> <p>Little Wandle assessments and Accelerated Reader data demonstrate that pupils are moving forward from their starting points and identify those targeted for additional support.</p> <p>1:1 reading and writing interventions demonstrate accelerated progress from starting points.</p> <p>End of KS1 and 2 data shows that reading and writing gaps between D and N-D are closing, that numbers achieving ARE have increased</p>
<p>By July 2024: Challenge 3</p> <ul style="list-style-type: none"> ★ All pupils make significant progress from their starting point with their phonics and reading in EYFS. ★ Higher numbers of pupils in Year 1 will be able to pass the Phonics Screening Check at the end of each year – bringing us in line or higher than National levels ★ There will only be a minority of children in Year 2 having to further work on the phonics scheme programme ★ The number of children entering Year 3 without passing the phonics screening check will be at least half of that in 2021 	<p>Teachers and support staff are well trained in Little Wandle Letters and Sounds revised and deliver sessions that are engaging, consistent and pitched at the right level of challenge for the pupils.</p> <p>The 'Reading Leader' regular monitoring of phonics and reading sessions demonstrate that the pupils are being challenged and progress is being made from their starting points.</p> <p>All pupils report that they enjoy their phonics sessions and can identify what they need to do to be even better, as well as what will help them in their writing.</p> <p>Parents report a sense of confidence with supporting their child practising at home and can offer anecdotal evidence of progress and enjoyment</p> <p>Disadvantaged pupils in EYFS and KS1 achieve reading outcomes in line with the national average for reading outcomes.</p> <p>Little Wandle and Accelerated reader assessments and data demonstrate that pupils are moving forward from their starting points and identify those targeted for additional support.</p> <p>1:1 phonics interventions demonstrate accelerated progress from starting points and are successful at employing the 'keep up not catch up' mantra.</p> <p>Children entering KS2 have a higher pass rate in their phonics – with all bar the minority having passed their screening check in Year 1 or 2.</p>
<p>By July 2024: Challenge 4</p>	<p>Teachers and support staff are well supported with the teaching of Maths in line with school practice</p>

<ul style="list-style-type: none"> ★ All children will have made significant progress from their own starting points in Maths ★ The attainment gap between children in the advantaged and non-disadvantaged group will be smaller in Maths ★ The number of children achieving ARE in all groups will have increased ★ The number of children leaving KS1 below ARE will have lowered, in line with national, enabling children to access the lower KS2 curriculum more effectively ★ The Mastering Number maths pilot project will have be completed successfully in 2021-2022 and the strategies used will be employed throughout the EYFS and KS1 and into KS2 	<p>and deliver sessions that are engaging, consistent and pitched at the right level of challenge for pupils. Knowledge of specific maths vocabulary and strategy teaching has increased.</p> <p>SLT/MLT regular monitoring of Maths lessons and NCETM Mastering Number sessions demonstrate that the pupils are being challenged and progress is being made from their starting points.</p> <p>Disadvantaged pupils in EYFS and KS1 achieve Maths outcomes in line with the national average for Maths, which is showing that it should sustain until the end of KS2.</p> <p>End of block unit assessments and Numberstacks intervention assessments demonstrate that pupils are moving forward from their starting points and identify those targeted for additional support.</p> <p>1:1 Maths interventions demonstrate accelerated progress from starting points.</p> <p>End of KS1 and 2 data shows that in Maths, gaps between D and N-D are closing, that numbers achieving ARE have increased.</p> <p>KS2 data shows an increased level of GDS based upon 2021 data</p>
<p>By July 2024: Challenge 5</p> <ul style="list-style-type: none"> ★ All disadvantaged pupils are involved in at least one extra-curricular activity throughout the year. ★ A wide range of opportunities is built into our yearly plan to allow for a progression of experiences to be maintained ★ Disadvantaged Pupils and families have been involved in planning out events through consultation ★ Access to uniform, residential trips and school trips is planned into the budget ★ Arrangements are adapted to ensure that children from Disadvantaged families are able to access events outside of the school day ★ Uptake of enrichment events has been improved for all due to the wider range of activities and clubs being provided and due to pupil voice 	<p>Teachers know who the children identified as disadvantaged are and will where possible prioritise these children in the selection of groups.</p> <p>SLT expect and encourage all teachers to run a club and offer additional opportunities for disadvantaged families. Financial support is offered for school trips and residential trips.</p> <p>Disadvantaged pupils across the school identify clubs and events they wish to take part in and can explain how they have been supported to access them.</p> <p>DAP families can identify what is put in place to ensure that their children are not further disadvantaged and what is done to achieve equity for their children</p>
<p>By July 2024:Challenge 6</p> <ul style="list-style-type: none"> ★ Attendance for the whole school is 96% or higher ★ Numbers of Persistent Absentees across the school has decreased ★ Punctuality for all children is improved across the school – particularly for those children who have support plans in place surrounding anxiety 	<p>Teachers are proactive about building a relationship with parents where attendance and/or punctuality is poor, addressing the conversation in parents' meetings and following up actions.</p> <p>SLT follow the attendance policy with letters for lateness and attendance concerns and subsequent actions are taken by the attendance team.</p> <p>SLT/MLT create a support plan with parents for pupils where attendance is linked to anxiety or not medical.</p>

	<p>Breakfast club is accessed by at least 4 pupils who require support to get to school on time.</p> <p>Attendance and punctuation for persistent absentees and vulnerable pupils increases over time and is quickly addressed when it begins to slip.</p> <p>Attendance governor visits school regularly as planned on Governor's plan for the year and completes a review of attendance and a visit report identifying for other governors any actions which have been taken.</p>
<p>By July 2024:Challenge 7</p> <ul style="list-style-type: none"> ★ Our children are ready to learn and understand how to express their emotions around events which may inhibit their learning ★ Consistent messages and school wide strategies to support a secure emotional response to any issues which may affect learning and engagement are clearly communicated ★ Our school wide approach to developing emotionally secure children, with a positive mindset and mental health is seen as a strength of our school 	<p>Teachers report and demonstrate that they have increased expertise in supporting pupils with emotional difficulties, anxieties and developing a positive mindset and mental health</p> <p>SLT observe the improvements to learning behaviours and attendance for those receiving direct emotional literacy interventions/support plans.</p> <p>Assessments for emotional wellbeing using our school based interventions, demonstrate the improvements pupils are making towards learning behaviours and self-esteem.</p> <p>Pupil voice surveys demonstrate that pupils feel listened to, and that they know of strategies to help regulate their emotions when needed.</p>

Activity in this academic year 2021-2022

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ [15,300]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD in language and vocabulary 3 x Staff meeting time and INSET day for all teachers and support staff training £750</p> <p>EYFS teacher to be appointed to allow for further focus on vocabulary development and for HT to be focused on the wider school. Part of remit will be to champion the development of oracy, vocabulary and s</p> <p>Monitoring time x 3 days £750</p> <p>Release time to adapt curriculum maps to include vocabulary and build into skills progression £1000</p> <p>CPD resources to support self-study and ongoing CPD £300</p> <p>Release time for support staff to work with County Speech and Language Therapist to identify class specific, as well as school wide strategies to support acquisition of language and build vocabulary.</p> <p>Release time x 3 to complete work on the I Can Communication Commitment Action points £600</p> <p>Resources to support development of vocabulary development within high quality environment £1500</p>	<p>At Jacobstow School, we know that we have a significant number of children accessing speech and language across our EYFS and KS1 classes each year.</p> <p>We also know that we have previously missed early identification of children who are now at KS2 or beyond and no longer see this as acceptable.</p> <p>We are able to provide targeted support to meet the children's needs, based on advice from SALT, but we also recognise that this is a wider issue of vocabulary development than targeted intervention groups. Writing outcomes have remained low despite writing interventions and we believe that is due to low levels of vocabulary and ability to put together spoken sentences, as well as low levels of GPC awareness and confidence.</p> <p>"Put starkly, our findings raise the prospect of a worsened word gap as a result of the Covid-19 lockdown. But, from this report, what appears critical for pupils as they transition from primary to secondary school is not only the quantity of vocabulary they have at their disposal but the quality." Bridging the word gap – report from OUP.</p> <p>"The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language. Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment." EEF - Oral language interventions</p>	<p>1, 2, 3,5, 7</p>
<p>CPD opportunities to be capitalised upon for Curriculum implementation and skills progressions, vocabulary, phonics and reading teaching; Maths webinars to support key skills; involvement in the NCETM Mastering Number project.</p> <p>High quality support for curriculum development and English and Maths £1500-£2000</p> <p>Staff meeting support time to raise expertise and increase confidence – valuing ongoing CPD £400</p> <p>Curriculum development meetings with MLT – according to focus on STAR SDP £750</p>	<p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all</p> <p>EEF High quality teaching.</p> <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p>	<p>1,2,3,4,5</p>

<p>Contribution towards new SSP scheme from EYFS upwards, including across the school resources to support with application in writing £2500</p> <p>Online Ebooks access each year to allow for access at home for all children £175 annual fee</p> <p>Reading leader release time at the end of each assessment block to test, assimilate results and support staff with allocating to the right level. Release time to also monitor lessons in phonics and reading £1000</p> <p>Release time for parents meetings to offer support and training – including the production of support materials and online resources for those unable to access in school. £250</p> <p>Staff CPD time ongoing and for new staff, including INSET day £500</p>	<p>Despite having results which have fluctuated over time, but have generally been higher or inline with National levels in the phonics screening test, we have now performed lower than national on the phonics screening check. Our phonics scheme was used sequentially but did not provide what was expected as part of the revalidation of phonics programmes, mainly as we had very few decodable books aligned to the phonics knowledge children had. Teaching was also not helping pupils to meet the expected standard in reading and writing by the end of Year 2 and to be prepared for the demands of KS2.</p> <p>Our children in lower KS2, as we as those spread throughout KS2 do not have a secure grounding in phonics to enable them to access writing and reading at the appropriate level so therefore they need support to ensure they close these gaps.</p> <p>“The average impact of the adoption of phonics approaches is about an additional five months’ progress over the course of a year. Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months’ progress. Research suggests that phonics is particularly beneficial for younger learners (4–7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy.” EEF - Phonics</p>	<p>2,3</p>
<p>Recruitment of a separate EYFS teacher to enable the HT to return to a more strategic role and support with the input of CPD across the school, as well as distribute leadership and upskill the staff team</p> <p>Contribution to support the wider impact this will have £2500</p>	<p>Smaller class sizes and CPD of staff</p>	<p>1,2,3,4</p>
<p>Recruitment/retention of two part time members of staff to support and lead on our S.P.A.C.E provision across the school. One to focus on delivery of class wide strategies for supporting emotional literacy and positive mindset and mental health, one to lead on assessment based interventions for small groups and individuals</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)</p>	<p>6, 7</p>
<p>Staff CPD and release time as MLT and SLT to review use of our Learning Characteristic Animals to shape practise and teaching and learning – ensuring children have the skills to discuss how to learn and what helps them to learn £500</p>	<p>Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning.</p> <p>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.</p> <p>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. EEF Metacognition and Self regulation</p>	<p>All aspects</p>

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ [8500 + additional TA costings]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Little Wandle Letters and Sounds revised 1:1 and small group keep up and catch up programme from Class teacher in initial set up phase (whilst covered by HLTA), then from HLTA / TA training to be a HLTA</p> <p>HLTA 4 hours per week = £2500 TA 4 hours per week= £2000</p>	<p>RWI 1:1 and small group tuition from HLTA HLTA 20 hours per week = £11700 "Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum." EEF small group tuition "It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning." EEF phonics</p>	<p>3</p>
<p>Speech and language TA / HLTA - 4 hours per week = £2500</p> <p>Training from SALT (C.S) and access from January 2022 to county training suite</p> <p>**NB – following training by NELI during a time when a staff member was shielding and then affected by COVID, this is to be refreshed and introduced next year**</p>	<p>"The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language. Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment." EEF – oral language interventions</p> <p><i>("The attainment gap between disadvantaged children and their more affluent peers opens early and continues throughout schooling. There is a wealth of evidence to show that early intervention has great potential to narrow the gap, but few nursery and reception year programmes 1 8 have been rigorously tested for impact. This is why the EEF funded the Nuffield Early Language Intervention." NELI evidence)</i></p>	<p>11</p>
<p>Use of TAs to offer quality and precise interventions based on GAPS analysis from assessments and in class work. All classes given 3x afternoons per week to support all children with interventions; including an additional 1.5 days of support for ELSA/TIS/SPACE. Costings still needed.</p> <p>Use of TAs across the school to deliver interventions and pre-teaching (4X TAs paid from 8:45; 1 hr per week - £1500)</p>	<p>"The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year. However, effects tend to vary widely between those studies where teaching assistants are deployed in everyday classroom environments, which typically do not show a positive benefit, and those where teaching assistants deliver targeted interventions to individual pupils or small groups, which on average show moderate positive benefits. The headline figure of four additional months' progress lies between these figures." EEF – Teaching assistant interventions</p>	<p>1,2,3,4,</p>

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ [4,500]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Uniform Support - including bookbags provided for all new starters to ensure</p>	<p>Parental Survey 2019-2020</p>	<p>5,6,7,</p>

<p>a healthy relationship with reading begins. PE tops provided free of charge for all DAP £500 Review of school uniform expectations and demands to reduce anxiety and pressure carried out in 2021 summer term to release ahead of time for staff to be able to purchase uniform and make use of our Nearly New uniform swap shop. (Name chosen after feedback from a child about our Second Hand uniform stall)</p>	<p>Parental feedback about child's anxieties surrounding PE kit, lack of kit, Pupil voice re: uniform choices and PE kit, changing etc School Standards Minister Nick Gibb said: ' School uniforms are important in establishing the right ethos in a school. They also help to improve behaviour and a sense of belonging and identity. But we want to be sure they are affordable for parents. This new law will help to save families money and ensure the cost of a blazer or shirt is never a barrier to accessing the best possible education.' The new law, introduced as a Private Members' Bill by Mike Amesbury MP and given Government backing, enables the Government to set statutory guidance for schools to consider about costs for uniforms.</p>	
<p>Attendance, punctuality and support plan meeting and time to liaise with families who are in need of additional support due to their own or children's anxieties around school attendance or family needs Release time for TIS/ELSA member of staff and SLT £500</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	5, 6, 7
<p>Free Breakfast Club spaces offered to all PP children who have expressed a need, through difficulties getting to school on time or difficulties with settling in school. Free spaces offered to after school clubs, based on need. Club fees kept deliberately low due to staff running in a reorganisation of times etc. (500)</p>	<p>Parental feedback and requests 2020 2021 Googleforms to ascertain need and barriers – Summer 2021</p>	5,6,7,
<p>Funding for children to experience residential trips – costed per year depending on experience and number of children in relevant year groups</p>		7
<p>Curriculum enhancement and enrichment funding for all classes to ensure that each class has a wide variety of experiences to enhance experiences and learning as well as to help widen opportunities Funding allowed per year £2000-£3000</p>	<p>Feedback from parents and children about experiences provided in school. Monitoring and pupil voice discussions about impact on learning and retention</p>	7
<p>use of PE premium to access high quality training and free after school clubs run by teachers to allow for a small charge for quality clubs. Clubs for DAP children and those determined as in need to be supported through PE premium access. Meeting target of all being able to swim by end of KS2 – some funding allocated from PE premium for this.</p>	<p>Parental Feedback Pupil voice PE leader discussions</p>	7

Total budgeted cost: £ [28,300]

NB: this total, also includes money allocated from staffing but apportioned to raising standards for children with PP, it also draws a contribution from the SEN Line due to the number of children who are also on our SEN register with PP. PE Sports Premium will also allocated an amount to provide wide ranges of experiences and boost activity – such as swimming.

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Therefore we have used pupil voice, staff feedback and our own assessments to show improvement and achievement. Please note, this is also our covid catch up recovery plan review from 2020-2021.

The foundation subject long term curriculum adapted and planned with consideration for how pre-requisite knowledge will be taught alongside new learning – staff reviewed plans and identified the need to 'block' some areas such as computing, science and history where subsequent work was more cumulative in approach. Now need to review again to look at skills progression map, vocabulary map and the introduction of Quick Sticks to keep learning current. We have also discussed the need for a shared timeline with repeated images to support children in knowing and making links between eras.

Manipulatives are accessed regularly in Maths and this supports knowledge acquisition and mastery – this has been partially met, following purchased of additional resources and training to enable staff to make accurate choices about which resources best match the concept being taught.

CPD carried out using The Write Stuff approach by Jane Considine and Babcock Teaching Sequences. Resources and books to be purchased across the school. All staff have received CPD support for this approach to writing and the delivery of this approach is evident in the KS1 and 2 classes. Children in KS2 are able to explain what they are doing in their English and the difference in layout and expectation. This now needs to embed and for staff to be supported at their different levels on this journey.

High quality phonics input at Nursery through to Year 2 (plus interventions beyond), boosted by reading which matches using phonically decodable books. Partially met as foundations for phonics was introduced at Nursery, Reception children had really positive interactions with phonics, but had areas to develop following a term's lockdown and a lack of phonetically decodable texts. (However out of the 12 children who were in Reception in 2020-2021, 5 already passed a phonics screening check designed for Y1 and all children made good progress from their starting points.) Children in Year 1 and 2 in 2020-2021 had targeted teaching to cover gaps, based on informative assessments. Year 2 children still had a deficit to close based on changes to their phonics scheme due to identified weaknesses and mismatch between books and GPCs taught and learnt.

Book banding to be more accurate from year 2 upwards - children develop word reading, fluency and comprehension skills in unison. Nearly all books in our school are now banded according to the Accelerated Reader scheme and all children in Year 3 upwards know which colour/level they are on. All children know how to 'test' once they have completed a test. Preliminary data shows that most children are making progress in their word reading, fluency and comprehension.

Teachers have a clear understanding of what gaps in learning remain and use this to inform planning cycle. This is partially met – most staff have an awareness of gaps, but not all are informing their planning effectively and not all are adapting new plans to address previous gaps. Most teachers are using the assessment overall sheets to track back and highlight gaps when children have mastered them.

They make use of different resources and support tools to scaffold children to build independent learning skills. All teachers and teaching assistants have completed CPD sessions on building independence. Lesson monitoring and feedback is now focusing on a more coaching style approach to ensure that staff are able to self reflect and improve practise based on their own analysis of the lesson. Most children in each class are able to identify at least

one item which they would use to support them. We need to focus more on linking this with our marking and feedback policy – which needs to be reviewed and to focus on linking with next steps.

Children are aware of what they have done well and what they need to have another go at. Children are aware of what will support them to close these gaps. This is partially met. Children in some classes and year groups are able to share with SLT and MLT what they do well, how they know, what they could do better and how they know and what will support them. However, not all children are as involved in the process of MAD marking and reviewing their learning. This is also becoming a focus for our Marking and Feedback policy review and our coaching approach to lesson feedback.

Creation of APP style grid to share across school showing achievement of objectives at ARE. This has been met and staff are beginning to have more success with using this to track back to which level children need to work at.

Review of marking and feedback policy so that all staff have a shared understanding and consistency. This is not yet met. It was not as relevant following a subsequent lockdown.

Transition support for children who are joining school from different settings or who are beginning their schooling with Jacobstow School have an opportunity to become familiar and confident with the setting before they arrive. All of our new children in EYFS settled very quickly and were able to find the areas shown in the videos. Parents all reported their children feeling safe and secure and reassured. All children were full time from September. Children who have moved mid year have also benefited from an approach to starting our school which involves a taster day and contact with their teacher to answer any questions prior to starting. All have settled incredibly well who have been part of this transition plan/set up. One child did not have the opportunity to experience this transition due to house move delayed by covid and this child and their family found the transition harder. An extra-ordinary meeting was called between the class teacher and Headteacher to support this family with the move from a large urban school to a small rural school where contact is via phone calls and dojo and not via face to face contact due to bus transport.

Reading Champion TAs will be targeted to complete reading in class time as part of intervention timetables – using our RAG rated sheets to identify focus children. This has been met – we now wish to embed this and make it common practise. DAP Pupil feedback explained that they liked the time to read to someone each day and they thought that it made them read aloud better than it used to. *'The words make more sense now when I read it to someone else.'* (JP Y6) Now to embed and link to data increases

Numeracy intervention, such as Number facts by Babcock, Hands on Maths or Number Stacks, supports those identified children in reinforcing their understanding of basic maths skills and application of number. All children were tested on the block assessment for number and place value from y1 upwards and staff went back to the furthest point necessary to base interventions on. This was only put in to place after the subsequent lockdown so needs to become embedded.

Children will have greater opportunities to access learning at home. Home learning during lockdown was much more comprehensive and planned out. All children had weekly tasks and check ins with staff. Interaction with learning showed at least a 50% increase across all classes from Year R upwards – this wained mid lockdown and then picked back up following a review internally and a move to a whole family topic approach to limit the need for parents to focus on too many different topics. .

Children have access to appropriate stationery and paperbased home-learning if required so that all can access learning irrespective of ability of child/parent to navigate the online learning. Common format supported Parents, they liked the outline plans and coverage and valued the Friday to catch up and Monday morning to complete independent practise tasks and catch up on any missed tasks from the prior week.

Additional online learning resources will be purchased, such as Accelerated Reader, Deepening Understanding, Purplemash to support children reading and completing maths and topic learning at home. DU used by staff and liked for catch up tasks and flashbacks, Purplemash popular across the curriculum and easy to use for staff and

children; Accelerated reader showing progress in ability to comprehend and develop fluency and vocab. Needs to become embedded now more books on the system.

Access to technology During the catch-up extended school provision, children can access additional devices so that they can rotate through discrete teaching, maths activities and independent online activities. Google Classroom to be set up and training arranged so that staff have greater confidence with this aspect of delivery. This was set up and given to children in need. The way we set up our online interactions in lockdown meant that children were not fighting for online access at the same time. Support for parents in using a range of devices at home. Focused family task on a shared theme helped manage the need for more than one device. Chromebooks now in use in school. Need to embed use of Google classrooms.

Chromebooks to be purchased from ICT budget, but with a contribution from Catch up and PP to enable a range of online resources to be purchased. As above – popular resource and definitely supports practise of key skills, quizzing etc. Children are confident to use for basic reasons – need to review how used to effectively cover all aspects of computing curriculum.

A PSHE subject leader is appointed and is able to support staff with planning a progressive curriculum, using PSHCE association and Ready RSE resources. Curriculum time is dedicated to delivery PSHCE and awareness of Social/Emotional issues. Mindfulness and positive mental health is embedded within the school ethos and is paramount in considerations of staff. Children are equipped with strategies to use when they feel overwhelmed and are able to vocalise their feelings/emotions. Following a further lockdown – one which seemed to cause a lot more emotional issues and strains on more of our families, we have had to continue to focus on strategies for developing their emotional resilience and to cope with stresses and anxieties from home which were much more noticeable and communicated. Long term plan for One Decision software put in to place following a review of the plan initially put into place. Staff meeting to discuss how we will ensure progression throughout the school and the addition of the workbooks for One Decision. Use of floor books to share any specific PHSE and RSHE work not included in the workbooks. Mental Wellbeing practitioner still works one day a week in school, with each class having access over the course of a term. This is becoming much more embedded and need to ensure that this becomes even more of a strength and consideration.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Numberstacks Maths Intervention	Numberstacks
TT Rockstars	Maths Circle

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	n/a
What was the impact of that spending on service pupil premium eligible pupils	n/a

Further information (optional)

n/a