

Pupil premium strategy statement 2021/22

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

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	Garden Fields
Number of pupils in school	580
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3
Date this statement was published	18/11/22
Date on which it will be reviewed	October 2022
Statement authorised by	Governing Body Curriculum Committee
Pupil premium lead	Andrew Farrugia/Ruth Palmer
Governor / Trustee lead	Nicola Dale

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£67250
Recovery premium funding allocation this academic year	£5872.50
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
Total budget for this academic year	£73122.50

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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Part A: Pupil premium strategy plan

Statement of intent

- **What are your ultimate objectives for your disadvantaged pupils?**

Our aims for our pupil premium strategy are in line with our overarching vision for our whole school, which is to Grow Hearts and Minds – that is developing our pupils both socially and intellectually. For pupils in receipt of the pupil premium there may be a number of different barriers to learning. Some of these may be social and others related to learning difficulties, attendance, limited cultural opportunities or difficult home and parental experiences. Our aim is to try to close the gap between the outcomes for Pupil Premium Group (PPG) children and their non PPG peers.

- **How does your current pupil premium strategy plan work towards achieving those objectives?**

Since the Pandemic and the Covid Catching Funding that came as a result of it, we have aligned the way in which we supported children with the funding with the way we plan to support PPG children going forward, using a 'tiered approach' as recommended by the Education Endowment Fund's (EEF) findings –

<https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium>

This tiered approach to supporting children which can be described in this way:

- 1) *High quality teaching*
- 2) *Targeted academic support*
- 3) *Wider Strategies*

- **What are the key principles of your strategy plan?**

- 1) Literacy – closing the gap and catch up – including use of the HfL reading fluency programme for KS2, and early literacy phonological awareness/sight vocabulary and spelling for children in KS1 programmes written by our SEND literacy specialist and our INCo.
- 2) Maths catch up programmes developed from the HfL Maths advisory team including this year's 'Coming Back Stronger in Maths' programme. CPD around the individual maths assessment tool was developed by HfL in the summer to aid teachers in assessing children's mathematical learning after the second Lockdown.
- 3) Wider strategies for pupils' welfare and also to give cultural and social opportunities – such as financial support for educational visits, extra curriculum clubs, enrichment opportunities. Emotional support in-house through Drawing and Talking or through our local Counselling Service for Schools. Support from the Alban Academy Trust's Attendance Officer where needed.

Challenges

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

Challenge number	Detail of challenge
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1	Literacy gaps - These can relate to specific learning difficulties, low level understanding of vocabulary - sometimes EAL but also lack of exposure to high quality conversations, family literacy confidence and ability
2	Numeracy gaps - sometimes due to missed learning during the Pandemic and sometimes absenteeism. Sometimes specific learning difficulties with maths: dyscalculia
3	Emotional / Wellbeing – families lack finances for cultural, sporting and social opportunities
4	Attendance – some children’s attendance has been become a concern, particularly since the Pandemic

Intended outcomes

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
<i>Add or delete rows as needed</i>	
Close the gap in attainment in reading and writing	PPG children’s progress leads to the attainment gap with non-PPG children being closed
Close the gap in attainment in maths	PPG children’s progress leads to the attainment gap with non-PPG children being closed
Access for PPG children to the wealth of available clubs, trips and enrichment opportunities that the school offers	PPG children have the experiences that other children in the school that other children do such as access

Activity in this academic year

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: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Add or delete rows as needed.</i>		
<i>CPD for teachers to enhance whole class teaching and guided reading, such as through HfL's Reading Fluency training for those that haven't had it yet or who need a refresher</i>	Our school took part in research work in using this approach with HfL and the Sandringham Research School and the evidence concluded that the programme accelerated children's attainment by 6 months over 12 weeks	1
<i>CPD for teaching assistants to use our dyslexia specialist's + INCo's phonological awareness programme and wider literacy support techniques.</i>	Our school also took part in research work in using this approach – designed by our INCo + our dyslexia specialist via the Sandringham Research School and the evidence concluded that the programme accelerated children's attainment was significantly higher than those in the 'control group'.	1
<i>HfL's series of maths CPD for teachers including this term's</i>		
<i>Wider CPD about what makes high quality effective teaching – including in investing in online learning platforms including Tom Sherrington's Teaching WalkThrus, and online learning hubs from The Key's and Blue Sky Education</i>	The DFE's <i>Supporting the attainment of disadvantaged pupils: articulating success and good practice 2015</i> states that schools successful in raising standards for PPG children 'Focus on high quality teaching first rather than on bolt-on strategies and activities outside school hours.'	1 and 2

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

Budgeted cost: £35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Add or delete rows as needed.</i>		
<i>To implement the strategies in the section above we will be running a large number of interventions, which will require additional TA support in the afternoons – we will need to pay for additional hours to support with this. Also need to give additional hours to our SpLD/Literacy specialist to support the programme</i>	Use of TAs is seen as a moderately costed option with moderate impact by the EEF – however with the support of our specialist and her training of our support staff team the progress of our PPG children has almost matched and sometimes exceeded that of our non-PPG group.	1 and 2

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

Budgeted cost: £17250

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Add or delete rows as needed.</i>		
<i>Pay for attendance improvement officer to support with</i>	Good attendance also highlighter in FDFE and EEF documents	3
<i>Counselling support from St Albans Plus for support with children with anxiety, trauma, mental health difficulties</i>	A number of studies linked to the effects of poor mental health on educational attainment including: https://link.springer.com/article/10.1007/s00787-021-01802-w	3
<i>Pay into St Albans Plus Family Support Worker Service to support families in difficulty/crisis</i>		
<i>Financial support for club, trip and</i>		

Total budgeted cost: £ 67250

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. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

Average Assessment Tracker Points Progress Made by PPG pupils between the end of the 2019/ 2020 academic year and the end of 2020/21

Year Group/ Pupil Premium Cohort number	Number of pupils with pupil premium together with Special Educational Needs	Reading	Writing	Maths
<i>Y1/10 pupils</i>	<i>4</i>	<i>6.1 (5.8)</i>	<i>5.3 (5.7)</i>	<i>5.8 (5.6)</i>
<i>Y2/8 pupils</i>	<i>5</i>	<i>6.0 (7.2)</i>	<i>4.9 (6.7)</i>	<i>7.4 (7.8)</i>
<i>Y3/10 pupils</i>	<i>5</i>	<i>6.6 (7.5)</i>	<i>7.5 (6.5)</i>	<i>8.5 (7.0)</i>
<i>Y4/11 pupils</i>	<i>6</i>	<i>8.5 (7.7)</i>	<i>7.2 (6.9)</i>	<i>7.7 (7.3)</i>
<i>Y5/10 pupils</i>	<i>5</i>	<i>7.5 (8.6)</i>	<i>6.7 (7.6)</i>	<i>9.7 (7.7)</i>
<i>Y6/7 pupils</i>	<i>4</i>	<i>5.4 (7.3)</i>	<i>8.0 (6.9)</i>	<i>7.2(7.3)</i>

The more targeted strategy of interventions introduced in the second part of our catch up strategy (from march 21) has shown impact here with many results similar or higher to the non-PPG children. The Y6 reading data was impacted by one pupil with significant global delay.

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
Summer Success in Maths Project	Herts for Learning
Reading Fluency Programme	Herts for Learning