

We aim to make a positive difference to every child's life during their time with us. Our staff team of teachers and support staff work hard to ensure that every child has the support, encouragement and challenge they need to make good progress and achieve their potential. Every child is an individual and has the right to a first class education. Pupil Premium funding represents a significant proportion of our budget and this statement outlines how that budget will be spent to ensure maximum impact for learners.

INTENT (see Pupil Premium Policy)
We will provide a culture where: <ul style="list-style-type: none">● Staff believe in ALL children; look for individual strengths and talents and make 'no excuses' for under-performance● Children are taught skills for the 21st century including self-regulation, interpersonal and communication skills, curiosity and resilience● everyone feels welcome, happy and secure; free from disruption, violence, bullying and any form of harassment● children learn to respect themselves and others and take responsibility for their own actions and behaviour understanding how they affect others and the world around them

Barriers to future attainment for pupils eligible for PPG
In school barriers:
1. Oral language skills are poor for many children eligible for PP
2. Lack of out of school experiences impacts on general knowledge base, vocabulary, reading comprehension and writing content
3. A high proportion of children eligible for PP have an additional vulnerability e.g. 21% of PPG children also have SEND; 14% of PPG children also have EAL. 46% of our PPG children's families have had additional support from Family Support Workers or Social Services
4. Self-regulation is poorer for many children eligible for PP
External Barriers:
5. Attendance rates for PPG children are lower than national average and the target of 97%
6. Parental engagement for PPG children is lower e.g. attendance at parent workshops, parent consultation evenings.
7. Higher proportion of Adverse Childhood Experiences particularly around Mental Health, Domestic Abuse and Addiction effect PPG children leading to trauma and attachment related difficulties.

Desired Outcomes
1. Children make good or better progress in developing language skills (In Early Years and KS1 this will be shown by Welcomm progress data, in KS 1 and 2 this will be shown by improved reading comprehension data and broader vocabulary use in speaking and writing).

2. Increase number of eligible pupils for PP exiting KS1 having passed the phonics standard.
3. Children will be provided with a wealth of experiences both within school (visitors and workshops) and trips and visits.
4. Targeted support from Wellbeing Champion and consistent application of Attendance Policy to term time absence will reduce persistent absence levels.
5. Increase of parents of children eligible for PP attending meetings, performances and parents' evenings and responding to communication from school.
6. Behaviours for learning will improve as children develop their emotional literacy and self-regulation skills. Incidents of challenging behaviour in Y5 and Y6 will be reduced and the emotional wellbeing of these children will be improved increasing their readiness to learn.

Planned Spend for 2021-2022

Pupil Progress Funded Allocation 2021-2022			
Pupils on roll	Jan Census	April 2021	September 2021
Pupils funded by pupil premium grant	Eligible children April 61 September 97		
Total Grant funded for 2021-2022	Budget Share £125,705 plus additional £6760 = £132,465		

Pupil Premium funded planned initiatives 2021-22				
Initiative	Budget	Objectives	Impact evidence	Monitoring and Review
Raising Attainment				

<p>Maximising teacher:pupil ratio in year groups with high percentage of eligible children.</p> <p>Year R - 6 - 17% Year 1 - 15 - 38% Year 2 -14 - 35% Year 3 -17 - 36% Year 4 -15 - 40% Year 5 - 19 -46% Year 6 -13 - 31%</p>	<p>50% of additional MPS6 teacher H25 TA and staff costs funded by PPG =£30,000</p> <p>E01</p>	<p>To ensure consistency of teaching and learning alongside high quality interventions planned and delivered by a qualified teacher.</p>	<p>Progress data</p>	<p>Autumn 2021 data shows the gap is not widening and where the children do not have multiple vulnerabilities- it is starting to close.</p> <p>Have needed to further split the cohort due to level of vulnerability. Class teachers of all three classes moved on during the school year. Where there are multiple vulnerabilities particularly SEMH / CP and PA - progress is stalling</p> <p>Year 4 April 2022 - 21 PPG s - 92% making expected progress+ in reading (95%), 85% in writing (85%) and 77% (90%)in maths. 32% ARE Reading (48%) , 26% ARE Writing (38%), 47% ARE Maths(53%)</p> <p>Year 5 April2022 - 21 PPGs - 76% making expected progress+ in reading (57%) , 62% writing (35%), 76% maths (64%). 19% ARE Reading (53%), 19% ARE Writing (42%), 29% ARE Maths (53%)</p>
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<p>Before School invitation only clubs / Year 6 Easter School and SATS resources</p>	<p>£1000</p> <p>E19</p>	<p>To provide a safe and purposeful place for catch up ,revision and learning throughout the school year and Easter holiday, with precision targeting of groups of children.</p>	<p>SATs results</p> <p>Termly data</p>	<p>2 children provided with 2 days a week Breakfast Club.</p> <p>Phonics Club in years 1 and 2 - AUtumn 2021 (, SATS classes Y6 starting January 2022</p> <p>Predicting 81% of year 1s achieving expected level by June 2022.</p> <p>Attendance at Booster groups for year 6</p> <p>has seen a raise in confidence in tackling the SATS style questions.</p>
<p>Ensure all children have a quality and pleasurable reading experience and are taught reading skills necessary for accessing the curriculum</p>	<p>£9450</p> <p>E10 -£550</p> <p>E19- £4900</p> <p>E01 - £4000</p>	<p>To establish strong systems for teaching reading and provide professional development for staff and other skilled adults so they meet the needs of the children .</p> <p>JA staff input - INSET January £550 E10</p> <p>Restocking guided reading books £1500 E18</p> <p>Time out of class 0.5 a week for English lead to monitor the teaching of reading and support learning and support assistants. £4000 E01</p> <p>Visiting authors £ 500 per day - 2 days £1000 E19</p> <p>Each class given £200 to restock books for class libraries £2400 E19</p>	<p>Progress Data</p> <p>Phonics Scores</p> <p>English Lead’s monitoring</p> <p>Reports to Governors</p> <p>Pupil Voice on reading</p>	<p>Impact of release for Subject Leader has been clear - greater monitoring and teacher support and increased number of ‘good’ reading sessions seen across the school. INSET was well received January 2022 and monitoring showed clearer identification of reading skills by teacher being practised and developed. Resources bought for libraries has increased representation of diversity of children within the reading stock available. Penny Slater visits has had a notable impact - many children reading her books across KS2 - accessing age appropriate texts.</p>
<p>Ensure all staff are delivering good lessons that are reflective of our school context and curriculum needs.</p>	<p>£7400</p> <p>EO2</p>	<p>To ensure subject leaders have time to monitor, plan, team teach and develop their subjects and in so doing strengthen the learning opportunities for all children.</p> <p>Subject Leader release time day a week £200 a day</p> <p>Additional release time for teachers to be</p>	<p>School’s monitoring schedule and feedback</p>	<p>Curriculum is developing well - Computing, History, Geography have all moved on considerably. Staff absence and Covid have meant some monitoring activities have less impact than desired. RE medium term planning has been</p>

	£2600	supported during subject release time - £200 a day Curriculum resources purchased to plug identified gaps in curriculum.		reorganised to ensure coverage of the Hertfordshire agreed syllabus. Subject leaders able to reflect and embed training outcomes.
HfL Support English, Maths, EYFS	1/3 of HfL advisory support PPG £1000	To ensure pedagogy, subject knowledge and environment best support the needs of our children, leading to accelerated progress.	Progress Data	Ongoing support from Jane Andrews, Deborah Mulronney and Jennifer Ferguson is moving teachers practice forward. Staff are seeing impact of increased use of pre-reading, echo reading and have a clearer understanding of identifying gaps in maths and planning to fill them at a pace. Maths manipulatives are being used to model mathematical concepts in more classrooms. Maths outcomes in most year groups are improving for all groups as teachers show greater understanding in planning for pacy learning to support progression towards ARE and beyond. Where there has been change in teaching personnel and agency cover-impact of the training has been obviously less.
Picture News established across KS1 and KS2 as an oracy resource and development of understanding and knowledge of the wider world.	£400 £19 curriculum	to enable all children to develop a range of communication skills £280 - resource £120 - additional support materials / display etc.	Picture News books Pupil Voice	Weekly class assemblies and recordings in books show children developing a good response to local, national and international news stories. Contributions are expanding and books form record of discussions in school. Children and staff speak positively about the resource. We have become an advocate school and are represented on the Picture News website.

<p>30 hrs a week H3 intervention leaders to deliver a range of English and Maths interventions to groups</p>	<p>£15,000 EO1</p>	<p>To support individual and small groups with interventions to plug gaps, raise self esteem and accelerate progress.</p>	<p>Progress Data Pupil Progress Meetings</p>	<p>H3 interventions being delivered are starting to make a difference but for some children there are a lot of gaps to plug. Self-esteem of children noticeable better for tackling more challenging work. Monitoring has identified that Year 2 interventions are having an impact on retention of learning particularly in phonics and reading. Year 6 interventions are impacting positively on the individuals with progress being clearly seen in books and in talking to the children about their work. Less impact seen in years 4 and 5 due to staffing and behaviour of cohort.</p>
<p>Reducing Barriers to Learning</p>				
<p>Inclusion Support Worker</p>	<p>£7500 15 hours a week H3 of Well-being Champion E01</p>	<p>To support the emotional and social development of children to achieve the best possible outcomes for children including safeguarding.</p>	<p>PPG case studies Boxhall profiles</p>	<p>Social groups and Woodland Nurture group having a clear impact - children feel listened to and developing strategies to remain regulated - wave breathing being introduced to several. Number of children walking from rooms drastically reduced.</p>
<p>Purchase of whole school site licence for Clicker 8 and bespoke training</p>	<p>£2788 E27</p>	<p>To train all staff in the use of software to support children with communication difficulties across the curriculum and reduce barriers to learning due to SEN and emotional difficulties.</p>	<p>Progress data Book scrutiny Lesson monitoring Staff voice</p>	<p>Teachers find the software useful and are starting to use to create bespoke writing supports for individuals. Children using it like the ease with which they complete a longer piece of writing. Not had as much impact as we would have hoped - staff need more time to play with the tools to find the best way of incorporating within their planning.</p>

Art therapist	£100 a week for a full day £3000 E27	To support the emotional and social development of individual children to achieve the best possible outcomes for identified children including safeguarding through a therapeutic and expert 1:1 approach. Work with parents. Support Inclusion team in school in sharing skills, resources and techniques.	feedback reports Pupil and Parent voice Observations	Nisha is working with 4 children each week. Less safeguarding concerns logged on CPOMS for these children - Children enjoying the attention and staff are gaining a fuller picture of their needs. Relationships with hard to reach families are improving. Liaison with DSL/ INCO is strong allowing for cascading of essential support for these most vulnerable children.
Woodland nurture group	£300 E19	To provide weekly intervention for children whose social and emotional difficulties are a barrier to their learning in KS2. Equipment PPE for staff	PPG case studies	Identified children in years 3 and 4 have been enjoying the team building and resilience activities. Class teachers starting to see an impact back in class with strategies taught being used. Upper KS2 group in Spring term - impact on new friendships, self-esteem and less reports of anxiety about coming into school.
Creation of 'Garden Room' for well-being	£750 E12	To create a safe and inviting space for children to regulate at lunchtime with support from the Well-being champion. flooring equipment sundries furniture	Pupil voice Behaviour logs	Children are making good use of this reclaimed space. Children feel safe and know they have trusted adults if they are looking for support. Decreased numbers of isolated pupils on the KS2 playground. Well-being Champ intervening and impacting positively of friendship issues.
EYFS / KS1 Nurture Group	£200 E19	To provide twice weekly intervention for children whose social and emotional difficulties are a barrier to their learning in KS1.	PPG case studies and Boxall profiles	Year 2 group has been running - some transferable skills seen in class and around school. Increased empathy towards others noted.

Educational visits subsidies	£5,000 £19	To ensure that all children have access to off-site learning and workshops.	Attendance on trips	5 children being supported to attend PGL. more will need to be in the pot next year as much higher % of FSM families.
Free PE uniform	£1500 £19	To give all children a sense of pride in their appearance and their school. To promote a healthy lifestyle.	Pupil voice	Little impact as not many families know the offer is available. Need to promote further with new starters.
Resource subsidies	£1000 £19	To provide individual resources to support learning / attendance/ therapeutic work where necessary.	Pupil progress meetings	Individuals sourced with Art therapy and materials, books meeting their interests, equipment for gross motor skills, fiddlesticks, ear defenders, reward charts etc.
Zones of Regulation resources	£200 £19	To provide a framework within which to develop emotional resilience.	Pupil progress meetings Pupil & Parent feedback	As Behaviour policy is re-written will assess what is needed. Further training for new staff will be needed and to implement the actions planned for at SJF's staff meeting.
Family Support Worker	£3300 £27	To provide access for our families to support from professionals in their own home.	Referrals and reviews	2 families being supported Autumn Term. 4 families referred in Spring term. Completion of FFA for one family. 3 further families supported in SUMMER term
Attachment Awareness Training for all staff	£2000 £09	To ensure staff are trained to identify and support children suffering with attachment issues. To develop knowledge amongst school staff and consistent approach.	PPG case studies Staff feedback	Planning for later in Spring term. Moved to be completed in Autumn term 2023.
Tuition for individuals and small groups -	£ 15,000 unclear yet how much more coming - anticipating approx - £12000	To ensure children make accelerated progress to catch up on Lockdown losses. NTP - SStep Teacher Agency -		Groups of children from years 3,4 and 5 working with external tutor to raise standards in Maths, English and beginning end of January 2022. Children are becoming more confident in retrieving information from the texts and are starting to use the text to back up their responses. The skill for answering

				comprehension style questions is also practised. Guided Reading is now established in the year 5 class matching the school expectations and impact of the two is starting to be seen. Year 4 also starting to have more regular Guided Reading sessions but not yet consistent due to agency covering the class this term and as yet not the same person all the time.
Enrichment				
After school activities subsidies	£2,500 E19	To boost numbers of disadvantaged children taking up places in extra-curricular activities after school.	Places taken by disadvantaged pupils	45 children having activities paid for or subsidised.
Swimming (free)	£2500	To provide the swimming curriculum to all children.	Attendance at swimming	7 children having swimming.
Swimming subsidies	£1000 E19			
Play equipment	£1000 E19	To develop communication, socialisation and collaboration within a healthy lifestyle.	Pupil Voice	Balls and hoops for playground.
Special events	£4000 E19	To provide opportunities for the children to experience life opportunities and curriculum experiences to make memorable learning. eg. Take One Week Pantomime Oak Fest World Book Day Science Week Circus Workshop Forest Skills		Pantomime took place for all school Dec 10th. Relax Kids- Wellbeing Week Feb 7th Sports for Champions - 28th January Oakfest planned for Summer term
Total budgeted	£105,276			
	£20,429	Into E01 and E02 to cover additional hours for TAs as needed and the 25% of tutoring and 100% VAT		

