

Pupil Premium allocation for 2021/22

Financial year April 2021 to March 2022		The wider aims of Pupil Premium include the following: <ul style="list-style-type: none"> • Raise the attainment of disadvantaged pupils of all abilities to reach their potential, and; • to increase social mobility. 	
Total Pupil Premium allocated to the school	£234,733		The main aim of Pupil Premium at Bigland Green is: <ul style="list-style-type: none"> • to ensure that pupils from and/or affected by disadvantaged backgrounds are provided with effective support that allows them all to make good or better progress when compared with those affected by similar circumstances nationally; • to raise the attainment of all pupils ensuring rapid and consistent progress across school, particularly in writing while maintaining the standards in reading, and; • to identify the gaps in learning as a result of Covid-19 and provide targeted support/intervention to minimise such gaps.
Number of pupils in receipt of Free School Meals (FSM)	Girls	175	
	Boys		
	TOTAL	£234,733	
Number of looked after children (LAC)	0		
Notes: The figures mentioned above are all provisional and awaiting to be confirmed			

Summary of main barriers to educational achievement faced by eligible pupils at Bigland Green	A synopsis of the school's strategy for addressing these barriers head-on
<ol style="list-style-type: none"> 1. Pupils' early language development/skills are well below average at entry to the school. 2. Most pupils do not have the required language skills to express their thoughts and ideas clearly, or use language to develop their critical thinking skills. 3. Pupils have very limited life experiences, particularly in terms of participation in the arts or having an opinion about matters around them. 4. The vast majority of pupils live in severely overcrowded accommodation with no personal space to develop, grow or to carry-out the necessary home-learning. 	<ol style="list-style-type: none"> 1. To provide targeted support for early language development/skills with the aim to ensure GLD is broadly in-line with national average. 2. To effectively establish the 'Big Thinking' initiative (philosophy for children) to support the development of pupils' voice and critical thinking, and address the issue of cultural capital. 3. To provide opportunities for participation in the arts within and beyond the school curriculum. 4. To embed the 'Bright Mind' and 'Learning Mind' initiatives so that pupils in KS1 and KS2 are provided with the necessary skills to complete their learning, and prepare them for the next stages in their education.

Approach and key actions to be taken	SIP link	Organisation of the planned work	Potential gains/ outcomes	Target group	Cost	Evaluation (to be completed in March 2022)
<p>Targeted intervention to broaden the reading and writing experiences of pupils across the school</p> <ul style="list-style-type: none"> Weekend opening of the school library Games made available for loan to families Book corners around the school 		<ul style="list-style-type: none"> Families to be provided with bespoke training to support children's reading. Pupils to have access to quality literature which helps them to be inspired. Adult support is carefully structured to ensure that individual needs are catered effectively. 	<ul style="list-style-type: none"> Development of a 'love' for reading in children and families Improvement in the outcome for reading/ writing. Increase in the proportion of pupils with GD in writing. Sustained attainment in the phonics screening in Year 1 and 2. 	All pupils in the school with a particular focus on the Pupil Premium	£22,500	<ul style="list-style-type: none"> This initiative could not be fully completed due to Covid-19. Some of the staff assigned to this initiative e.g. the librarian, has to be deployed to cover other essential teaching roll that could not be recruited despite a number of attempts.
<p>Early intervention and targeted support, with a focus on reading and writing</p> <ul style="list-style-type: none"> Life skills classes – linked to learning in the class (Tuesday to Friday 8:00 to 8:45 AM) during term time 		<ul style="list-style-type: none"> Individual and small group support in English language (functional) for targeted pupils who are new to the country or whose lack of English language is a barrier to their learning. The support will be provided by the Learning Mentor and at least 2 Teaching Assistants (TAs). 	<ul style="list-style-type: none"> Pupils making accelerated progress who are new to the country but have potential, particularly in reading. Pupils have the necessary skills to fulfil their full potential. 	R to Y6 New to the country +	£8,000	<ul style="list-style-type: none"> These classes were delivered during periods when there was no lock-down. The impact of the class has been very effective and helped a large number of pupils who were new arrivals.
<p>Early intervention</p> <ul style="list-style-type: none"> FFT Wave 3 reading support in Reception and Year 1. Also to selected pupils in Years 3, 4, 5 and 6. 		<ul style="list-style-type: none"> Two specialist TAs to work with R-1 to provide support to pupils who do not meet the requirements for RR but are at risk of not attaining their full potential, particularly in reading and writing. 6-8 pupils per day for 10/12 wks. 	<ul style="list-style-type: none"> Support vulnerable pupils in reading and writing to minimise gap. Fill any gaps in the understanding and application of phonics, targeting specific pupils in R-1. 	Reception Year 1 to Year 6	£40,000	<ul style="list-style-type: none"> It had been very difficult to recruit a suitable person for a post that became vacant at the start of the academic year.
<p>Preparing for the next stage of education</p> <ul style="list-style-type: none"> Bright Minds (early morning intervention support for Years 4, 5 and 6 pupils) Learning Minds (after-school intervention support for Years 1-3) 		<ul style="list-style-type: none"> 12 TAs to provide early morning (8:00 to 8:45 AM – Tuesday to Friday, term time only) support to Years 5 and 6 pupils. 8 TAs to provide after-school (3:45 to 4:30 PM – Monday to Friday, term time only) support to Years 1, 2 and 3. 	<ul style="list-style-type: none"> Provide targeted support to pupils who have fallen behind due to absence or disruptive education e.g. Covid-19. Raise attainment level through pre-teaching strategies. 	Y1 – Y6	£36,500	<ul style="list-style-type: none"> Bright Minds and Learning Minds have been extremely successful in terms of minimising the gaps in pupils learning. The attendance had been slightly lower than past years.

Approach and key actions to be taken	SIP link	Organisation of the planned work	Potential gains/ outcomes	Target group	Cost	Evaluation (to be completed in March 2022)
Social and emotional learning linked to meta cognition and self-regulation <ul style="list-style-type: none"> Embed 'Big Thinking' across the school and apply for silver award. 		<ul style="list-style-type: none"> Develop all staff so that 'Big Thinking' initiative is established as a natural way – not in a formulaic manner. Workshops for parents on 'Big Thinking' and 'Big Values' (fundamental British values) to rationalise the school's initiatives to support pupils' learning. 	<ul style="list-style-type: none"> Pupils are more pro-active and engaged in their learning. Staff have better understanding of engaging pupils. Parents play an effective role in the education of their children. 	N – Year 6	£3,600	<ul style="list-style-type: none"> This has improved over time. Training and support for staff is more consistent over time. The area is now being led by a TLR post holder with the support of the SLT members.
Arts participation <ul style="list-style-type: none"> Arts awards 		<ul style="list-style-type: none"> Arts ward as part of ArtsMark Gold – to be provided to a Year group, preferably in the Spring term. 	<ul style="list-style-type: none"> Promote awareness of global issue Encourage social mobility in school community. 	Y3 – Year 6	£4,500	<ul style="list-style-type: none"> This could not be delivered due to Covid-19.
Targeted intervention support to small groups of identified (key marginal) pupils to diminish gaps in learning <ul style="list-style-type: none"> PiXL therapy Y1-Y6 		<ul style="list-style-type: none"> Develop staff across KS1/2 in the effective delivery of PiXL therapy to support key-marginal pupils. Implement PiXL1 effectively in Key Stage 1. 	<ul style="list-style-type: none"> Pupil premium pupils' attainment in-line with others. Pupils enjoy the learning in all subjects. 		£25,500	<ul style="list-style-type: none"> The PiXL therapies were reorganised to ensure that pupils did not miss out from learning in the foundation subjects. However, the impact has been good.
Language support <ul style="list-style-type: none"> Speech and language support for pupils who are vulnerable to underachievement due to language skills. 		<ul style="list-style-type: none"> 1 day of a professional therapist complemented by two full-time school based assistant therapists. Targeted support to pupils and advice and guidance to their parents. 	<ul style="list-style-type: none"> Pupils make accelerated progress and improved attainment across the curriculum. 	N – Year 6	£45,000	<ul style="list-style-type: none"> This has been extremely effective across the school. The school made the necessary changes to ensure that the support provided matched the needs.
Early intervention <ul style="list-style-type: none"> Daily supported reading (DSR) in Year 1, and in Reception (from during summer term) 		<ul style="list-style-type: none"> RR daily session for selected pupils in Year 1 by 2 highly trained teachers for up to 20 weeks. DSR small group daily reading support in Year 1 (10 to 12 groups). The same in Reception during the summer term. 	<ul style="list-style-type: none"> Support pupils at serious danger of falling behind in reading and writing Fill any gaps in the understanding and application of phonics, targeting specific pupils in Year 2 so that they can access the full curriculum 	Reception Year 1 Year 2	£10,000	<ul style="list-style-type: none"> This has not been as effective due to a number of issues, but mainly staffing. It has been difficult to recruit and have the necessary number of adults to support the pupils daily.

Approach and key actions to be taken	SIP link	Organisation of the planned work	Potential gains/ outcomes	Target group	Cost	Evaluation (to be completed in March 2022)
After school and enrichment activities <ul style="list-style-type: none"> • Enrichment clubs • Cooking clubs • Quality assurance of the after school provision 		<ul style="list-style-type: none"> • After-school clubs will have subsidised places. • Celebration of the after-school achievements on a regular basis. • The activities outlined will be offered to targeted pupils. 	<ul style="list-style-type: none"> ▪ Reinforce knowledge/understanding learnt and embed basic skills. ▪ Encourage cooperation and better teamwork to achieve goals. 	R to Y6	£18,000	<ul style="list-style-type: none"> ▪ After school clubs have run well despite the challenges faced. The school will be thinking about taking this to the next level over the next year.
Outdoor adventure learning, and Easter/summer schools <ul style="list-style-type: none"> • Half-term and Easter support classes • Summer classes 		<ul style="list-style-type: none"> • Half-term/Easter classes for selected Year 4, 5 and 6 pupils to narrow the gap in achievement. • 3 weeks' summer programme for vulnerable pupils on PP or danger of underachievement. 	<ul style="list-style-type: none"> ▪ Narrowing the gaps in attainment and achievement ▪ Embedding the key skills that help access the full curriculum 	Years 1 to 5	£21,200	<ul style="list-style-type: none"> ▪ The summer school did not get much interest from the parents. However the other initiatives were very successful.