

School overview

Metric	Data
School name	Paget Primary School
Pupils in school	387
Proportion of disadvantaged pupils	47% (as of October 2021)
Pupil premium allocation this academic year	£224,615
Academic year or years covered by statement	2021-2022
Publish date	October 2021
Review date	July 2022
Statement authorised by	Victoria Nussey
Pupil premium lead	Debra Thomas
Governor lead	Hayley Macilwrath

Disadvantaged pupil progress scores for last academic year 2018-19

Score for disadvantaged pupils is unknown

Measure	Score (all pupils)
Reading	0.5
Writing	-1.5
Maths	-0.3

Strategy aims for disadvantaged pupils

Measure	Score	
Meeting expected standard at KS2 RWM (2018-2019 due to Covid)	School (Dis)	National (all)
Reading	43%	65%
Writing	60%	73%
Maths	60%	78%
Achieving high standard at KS2 RWM		
Reading	23%	27%
Writing	3%	20%
Maths	17%	27%
Measure	Activity	
Priority 1	<p>Raise standards in Reading, Writing and Maths for all disadvantaged pupils throughout the school</p> <ul style="list-style-type: none"> • All staff trained to use Read Write Inc (RWI) • All staff trained to deliver Numicon in Maths and have the resources required • EYFS curriculum and environment to meet the needs of all pupils • Quality first teaching to address pupil needs <p>Actions: All teaching staff completed training in RWI and Numicon – evidence in lessons EYFS environment has improved Quality first teaching is improving</p>	
Priority 2	<p>For all disadvantaged pupils to make or exceed national expected progress</p> <ul style="list-style-type: none"> • Effective use of assessment and feedback to target pupil needs • TA support across all year groups • Speech and language support through internal programmes (Wellcomm and RWI) and external support (SALT) 	

	<p>Actions: All of the above have been completed. Interventions supported pupil needs. Three intervention TAs and a SEN TA had full timetables of support sessions Wellcomm took place across the school, along with targeted SALT sessions</p>										
Barriers to learning these priorities address	Quality first teaching, targeted support, assessment and feedback to ensure that pupils make the attainment and progress that is expected of them to close gaps and accelerate their learning										
Projected spending	<table> <tr> <td>RWI training</td> <td>£2000</td> </tr> <tr> <td>Numicon training and resources</td> <td>£4373</td> </tr> <tr> <td>EYFS training and development</td> <td>£5000</td> </tr> <tr> <td>SALT</td> <td>£6000</td> </tr> <tr> <td>Total</td> <td><u>£17373</u></td> </tr> </table>	RWI training	£2000	Numicon training and resources	£4373	EYFS training and development	£5000	SALT	£6000	Total	<u>£17373</u>
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Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 Reading (0)	July 2022
Progress in Writing	Achieve national average progress scores in KS2 Writing (0)	July 2022
Progress in Mathematics	Achieve national average progress scores in KS2 Maths (0)	July 2022
Phonics	Achieve national average expected standard	July 2022
Other	Ensure attendance of disadvantaged pupils is above 96%	July 2022

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Targeted academic support for current academic year

Measure	Activity
Priority 1	<p>Narrow the attainment gap between disadvantaged and non-disadvantaged pupils (Reading, Writing, Phonics/Spelling and Maths)</p> <ul style="list-style-type: none">• Targeted interventions taught by EY/KS1 and KS2 support TAS• Analyse summative assessment data and identify the children who require catch up through intervention or class-based support <p>Actions:</p>

	<p>Intervention TAs had a full timetable of supporting in RWI, Fresh Start, 1:1 sessions, interventions (as outlined by SENCO and SLT) and in-class support</p> <p>Assessment data used to identify pupil needs and to determine the Intervention TA timetables</p>						
Priority 2	<p>Further develop Reading, Phonics and Spelling</p> <ul style="list-style-type: none"> • RWI, Fresh Start and Spelling programmes are followed as required and groups are regularly reviewed • Teaching staff promote a love of reading within the classroom • Parental Engagement and English leads to work with hard-to-reach parents to encourage reading at home • Additional reading times set for those children who are not heard read at home (TA/LTS) • Language and spelling strategies are embedded within all lessons <p>Actions:</p> <p>All of the above actions were completed and evident in English leads reports</p>						
Barriers to learning these priorities address	<p>Training of staff to deliver effective quality interventions and costs</p> <p>Staff are trained to deliver RWI and Spelling programmes</p> <p>Parental engagement with Reading at home</p>						
Projected spending	<table> <tr> <td>Support TAs</td> <td>£79292</td> </tr> <tr> <td>Parental Engagement</td> <td>£1000</td> </tr> <tr> <td>Total</td> <td><u>£89292</u></td> </tr> </table>	Support TAs	£79292	Parental Engagement	£1000	Total	<u>£89292</u>
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Wider strategies for current academic year

Measure	Activity
Priority 1	<p>Raise aspirations of pupils through broadening their experiences</p> <ul style="list-style-type: none"> • Establish in-school Forest Schools and train two TAs to run this, enabling a wide range of pupils to access this experience • Educational visits, visitors and experiences for all pupils, including residentials, swimming and music lessons (whole class and electives)

	<ul style="list-style-type: none"> • Pupils to travel to sports events and other activities using the school minibuses • All pupils to have access to free sports and school clubs <p>Actions:</p> <p>Forest Schools is now established, with a clearly defined space, two TAs trained and lessons taking place for Nursery, Reception and Panthers</p> <p>Educational visits and visitors took place throughout the year - Y2 and Y6 Residential; Y2 National Arboretum; Y6 Harry Potter, Warner Studios; WW2 Man Y4, Stone Age Man Y3, Panto Y1-Y6 and Panthers, Jubilee Day celebrations</p> <p>Swimming lessons Y2 and Y6</p> <p>Whole class music lessons Y3 and Y4, plus electives for 5 and Y6</p> <p>Clubs and competitions – 29 clubs took place. All were funded and supported by school. PP children joined these clubs – 66 Aut 2, 51 Spr1, 71 Spr2/Sum2. These were led by teachers, TAs, Sport Instructor and the Pastoral manager. These are either by invitation or attendance at the pupil’s choice.</p> <p>Pupils are invited to attend and sports completions and inter-house events (56% of pupils attended across the school).</p>
<p>Priority 2</p>	<p>Improve the attendance and well-being of PP pupils (especially the new families and those with persistent absence)</p> <ul style="list-style-type: none"> • Daily and targeted support from the Pastoral Manager and Family Support Worker • Behaviour and SEN support • Early intervention and Early Help support • Paget Way – SEMH sessions for pupils • Supply breakfast club and bagels to ensure children are ready for learning <p>Actions:</p> <p>28 PP children accessed Paget Way and support from the Pastoral Manager, SEMH lead and Intervention TA</p> <p>Children supported in class by teachers and TAs, as well as Pastoral Manager, HT and SEMH lead for behaviour and well-being</p> <p>Beacon Behaviour Support worked with teachers from across school, throughout the year.</p>

	<p>All PP children have access to bagels daily</p> <p>Breakfast club is well attended from across the school</p> <p>All of Y3 and Y4 pupils have received whole class instrument teaching. Children who wish to continue in Y5 and Y6 have attended elective lessons.</p> <p>Weekly Family Support Worker sessions, working with mainly PP families</p> <p>Pastoral Manager has worked with all families where attendance is below 96%, as well as targeted work with persistent absent families. Overall attendance for PP pupils 2021-22 was 93%</p>																				
Barriers to learning these priorities address	<p>Children’s wider experience of the world and impact of this on their learning and understanding</p> <p>Parental engagement</p> <p>Pupil self-esteem and motivation</p> <p>Attendance and punctuality</p> <p>Targeted support for behaviour, SEND and SEMH</p> <p>Access and costs of experiences beyond the classroom</p> <p>Children not eating breakfast</p>																				
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Monitoring and Implementation

Area	Challenge	Mitigating action
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Teaching	Ensure enough time is given to allow for staff professional development	Use of INSET days and cover being provided by internal, senior leaders or external cover
Targeted support	Ensure that support TAs have sufficient time to plan and assess groups Assessments take place for new pupils	PPA time and assessment weeks are set
Wider strategies	New and existing families with additional needs is increasing within school impacting on workload of SENCo, Pastoral Manger, FSW and SEMH lead	SENCO, FSW, Pastoral Manager and SEMH lead receive support from external agencies where necessary