

PUPIL PREMIUM GRANT 2021 2022

PP profile: 2021/22

Total NOR: 344
Total PP: 37
Total grant: £38,900

Very significant disparity in confidence/levels of engagement between a school sure majority and a not so school sure minority. Progress of this latter group (generally SEN as well as PP and/or pastoral concerns) is an ongoing priority for school.

Specific Barriers:

- Self regulation and play- social and emotional vulnerability
- Reading engagement and aspiration
- Confidence levels- self-esteem/ by comparison to others
- Pressures on family life including basic needs, adult education
- Basic skills- maths and Engl
- Knowledge base- including vocab and life experiences
- When PP and SEN combined

Aim:

- School ethos and development look to level the playing field

Objectives:

- The gap in achievement between PP pupils and non-pupil premium pupils is narrowed, so that achievement is in line with non PP achievement
- To ensure PP pupils enjoyment and wellbeing is supported effectively
- To build relationships/ confidence & provide support to overcome barriers as early as possible

PP priorities reflected in the 21/22 SDP & one form:

1c-Maths: strong mindset and building confidence: success criteria: 'PP pupils closing the gap- see targets

1a- Curriculum: focus: assessment and evaluation: Explore units based on interests of vulnerable learners (teaching lessons/ up-ending dynamic) and outcomes that include element of social action, good for lending agency to vulnerable learners. -School trips for targeted pupils- based on interests and strengths

1f-Vocab: progress by vulnerable pupils with vocab: success criteria: *British Vocabulary Test with sample of target group*

3h- Start Well Programme: Building relationships with all, esp vulnerable families before they come to school. - see Minchkins feedback

Spending priorities for PP budget 21/22:

Priority	Budget	Rationale	Success Criteria
Nurture Group	£21,160 Ch	Our vision to make a difference earlier continues this year with expenditure on our Nurture group. The focus remains on Year 1's and on outdoor learning and on finding traction for pupils who emotionally and socially are not ready for classroom learning- who need to learn self regulation.	1. Progress by individuals on Boxall Profile 2. Progress by individuals vs EYrs Profile
Pastoral Support	£17,783	Our commitment to mental health and family support (to complement the work we do to support learning), continues this year to grow and develop. We are now ready to start Minchkins.	1. Progress of individuals - see case studies 2. Tracking of support for

			families- case studies 2.Feedback from families supported
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Evaluation of priorities 21 22

<p>Progress by individuals on Boxall Profile Progress by individuals vs EYrs Profile</p>	<p><u>Specific outcomes-</u> see Nurture Report & Boxall Profile</p> <p><u>Content:</u> Outdoor learning based nurture on Mondays and Fridays, based on children’s interests with one compulsory activity for all plus Phonics and reading each session. Each morning started with making own breakfast, sitting around the table - developing speaking and listening skills and good table manners. Activities mostly outdoor based – pond dipping, cooking on the fire, making obstacle courses, dens, making bird feeders, sensory experiences etc. Other activities available; construction, PE equipment, bikes and scooters, drawing/ writing/ mark making, digging, planting, chalk, water, sand, mud, etc</p> <p><u>Broad outcomes:</u></p> <ul style="list-style-type: none"> • Development of life skills eg cooking, den building, fires, identifying nature • Collaboration – older ones helping younger ones, sense of responsibility, younger ones looking up to the older ones and learning from them. • Invaluable experiences such as an older child recognising the actions and feelings of a younger child as a mirror of their own. Then beginning to relate to them, and help them to deal with their emotions and experiences. • Building strong relationships with adults that they feel they can trust and feel safe with. Building relationships with other children, even when other’s behaviour is difficult to deal with. • Opportunities to talk through worries, problems at home and in school. • Developing understanding of emotions in ourselves and others.Practise and discuss strategies to help with self regulation and how to cope during difficult times such as mindfulness techniques, deep breathing, yoga <p>Pupil voice about nurture - (year 1 pupils)</p> <p>Pupil 1: I like to play out here because it is more easy learning. I like just being out because I am free. I need to have time out of the class because I can’t even get one answer right in the class. It makes me really angry. I do different learning out here. I can get answers right and then I can go and play and I feel happy. I like digging up the rocks on the mound because I can find all sorts of bugs. Some bugs are poisonous and some are not. Mrs Saeed knows all their names. I made friends with people too.</p> <p>Pupil 2: I like to have breakfast because there is Cheerios and I like Mrs Saeed. We learn about being nice to people and about being nice to ourselves. I love to play with my friends. I like to help with collecting the dishes and the spoons. It is the best day ever because my friends comed.</p> <p>Pupil 3: I like to play and learn and I also like to be with you (Mrs Saeed)nand have some time out and just play on my own. I can just relax instead of being annoyed at people. I learn about nature. I learn about being kind. I learn about what my feelings are and how I can calm down when I get really annoyed.</p> <p>Pupil 4: I like it because I get to build and do things like play with my friends and I am also excited because I come with you. When I am home I am excited when I come with you. I like making the elderflower cordial.</p>
<p>Progress of individuals - see case studies Tracking of support for families- case studies</p>	<p>Qualitative feedback/ evaluation - see pastoral lead for anonymised case studies</p> <p><u>Examples of support provided in case studies:</u>referred into P3 for support with housing and bills.....completed the DLA forms to be able to claim Disability Living Allowance for child ...attended and supported with doctor’s appointments...spoke to the GP at length about the concerns....accessed funding for a fiddle and light sensory toy....contacted the Furniture Bank to get a brand new ...written a letter to the council to support with their request for</p>

Feedback from families supported

housing.....contacted bereavement charity.....made a referral for counselling & play therapy....referral into Early Help for family support worker.....

Combination of quotes from families:-

'.....has gone above & beyond to help and support our familyreached out to other agencies to get us additional support, as well as provide us with support from herself..... never feel judged or alone..... not sure what we'd do without her.....great knowledge of local and national professional services to help provide a supportive network around families and help build children's resilience.....So caring and reassuring my child is more confident to ask and tell if needs help...present, patient, supportive and motivating..... listened, turning what would be a stressful process into a positive one with a positive result for my child.....referrals to places such as Gloucestershire bundles, the food bank and Stroud kids stuff have meant that when things have been a bit of a struggle financially, we have always had that extra support, our children have had amazing Christmas presents that we simply wouldn't have been able to afford, they haven't gone without and we haven't fallen into debt in trying to avoid that.'