



PUPIL PREMIUM STRATEGY

2020/2021

(Interim review and update - March 2021)

1. Summary information 2020/2021					
School	Zaytouna Primary School				
Academic Year	2020/2021	Total PP budget	£98, 305	Date of most recent PP Review	N/A
Total number of pupils	356	Number of pupils eligible for PP	119	Date for next internal review of this strategy	July 2021

2. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>		
A.	Exposure to consistent quality first teaching.	
B.	Attainment of disadvantaged pupils.	
C.	Mental health, emotional health and wellbeing need.	
D.	86.5% (308) of pupils are EAL in the school. 29% (90) of pupil who are EAL are also eligible for PP.	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
A.	COVID-19 Pandemic- turning to remote learning	
B.	Attendance and punctuality - getting our PP children into school: Attendance and punctuality of disadvantaged children is lower than their non-disadvantaged peers.	
C.	English as an Additional Language (EAL) of parents and English not being spoken at home: Many families (possibly more than 86.5%) do not speak English as the first language at home.	
D.	Access to a broad and balanced curriculum (face to face or virtually) including Enrichment and opportunities beyond the academic: Many children are not exposed to a wide variety of life experiences and enter the school with poor language and communication skills. Enrichment opportunities are more limited now as a result of the COVID19 pandemic	
3. Desired outcomes		
	Desired outcomes and how they will be measured	Success criteria
1	Improved attainment and progress for PPG pupils	- A recovery curriculum following the COVID19 Pandemic supports the difference to be diminished in R, W and M for disadvantaged pupils - The number of disadvantaged pupils attaining the expected standard in R, W and M (combined) has increased

		• Children's cultural capital is enhanced through curriculum enrichment and immersive experiences which support and engage learning. • The gap is diminished for disadvantaged pupils within writing.
2	Sustain high attendance for all pupils, including the disadvantaged	• Disadvantaged pupils attendance is in line with all other pupils and is sustained throughout the academic year.
3	Promote and support emotional health and wellbeing	• Pupils are supported with their emotional health and wellbeing to access their learning on daily basis, and make progress across the curriculum. • Pupils are able to articulate positive emotional health and wellbeing.
4	Improved parental engagement for all pupils	• Parents understand that they are partners in their child's learning, and this is continued at home through a blended learning approach.

4. Planned expenditure					
Academic year	2020/2021				
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When and how will you review implementation?
1 Improved attainment and progress for PPG pupils	Quality First Teaching with targeted TA Support	The EEF Toolkit highlights the pivotal role of quality first teaching within the classroom. It emphasizes high quality inclusive teaching to all children within the class. The DfE have also addressed the crucial role of QFT stating that ‘Successful schools have a clear vision for what all their pupils will achieve through HQT, with an ethos that reinforced aspirations and attainment for all. A number of interventions that have been proven to accelerate progress can be accessed: • Inference support • Pre and post teaching • Precision teach	• Quality first teaching and targeted intervention during lesson time. • AfL completed by teachers and LTAs to identify support needed. • Target pupils identified through pupil progress meetings • Inclusion Team meetings half termly to track progress of interventions taking place. • Observations of interventions throughout the year.	AS/RJ LR MLT	Weekly Learning Walks Half termly observations Half termly PPMs
	Effective high quality teaching of phonics and early reading.	The EEF Toolkit states that “phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months’ progress.” Educationalists such as Doug Lemov advocate reading as “the gateway to all other curriculum offers” Which means to read, signifying its importance.	• Regular support from RWI Specialists from Rusk Miskin. • Regular assessments of children’s progress. Flexibility within the groups. • Combination of grouped phonics lessons and class phonics in EYFS- Y2.	LK/IL MLT	Weekly Learning Walks Half termly observations Half termly PPMs

	Bespoke system for the teaching of writing which is tailored to the needs of our children – especially the most vulnerable.	Introduction to a Trust approach. The 5 Stages of planning and teaching of writing. Focus on the process. Good writing is linked with Enterprise as it provides a sound basis of what they are writing. Writing has a clear purpose and audience.	• 12 x weeks CPD sessions to staff. • Year group coaching • Associate Head “expert time” • Modelled examples of planning and lessons.	IL/LK ML MLT	Weekly Learning Walks Half termly observations Half termly PPMs Pupil voice
	EAL provision to support those pupils have English as an additional language, and are also pupil premium.	Support those pupils with English as an additional language alongside quality first teaching • EAL Intervention • EAL resources • EAL Training Target pupils with speech and language difficulties and low confidence on entry.	• Use of The Ark provision. • Use of Flash Academy across whole school and for parents. • Assessments using Bell Foundation materials	BK LR	Data Half termly PPMs Pupil voice
	Teachers use digital technology in daily learning to enhance the learning experience for pupils	Use of technology enables home school partnership. Pupils are able to continue to access their work and edit as appropriate. Class teachers can leave personalised feedback using Showbie. Blended learning approach is needed to ensure that the gap between PP and non PP does not widen in the event of a school/class closure.	• Increase in number of iPads accessible during teaching time. • Access to an iPad for both teaching and support staff to provide quality first teaching. • CPD at least termly to support staff in using iPads to enhance learning experiences. • iPads will allow for learning to be accessed at home in the event of a school/class closure and for the attainment of PP pupils to be continually monitored throughout the period out of the classroom.	AS RJ AK MLT	Weekly learning walks Half termly lesson observations Half termly PPMs

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2 Sustain high attendance for all pupils, including the disadvantaged	Use of Attendance Officer to support in diminishing the difference between attendances of disadvantaged children compared with their peers.	Our main mission as carers of PP and non PP children, we need to ensure that the children come to school every day to enable them to access the all support provided. The EEF explores a tiered approach to spending and identifies those 'Wider Strategies' which includes attendance.	• SLT presence on the gate in the morning and afternoon. • Focussed use Attendance Officer for escalated Home Visits. • Monitoring of whole school attendance will be carried out and reviewed with the safeguarding team bi-weekly.	JR PM	Weekly attendance data scrutinised. Tracking of target children
	Provide free bus service to those in receipt of the PPG	Getting children to school can be the first barrier for those families who do not live within walking distance of school.	• Regular review of PP children and uptake of bus service. • Invite families to use the service.	AS JR	Half termly Inclusion Meetings. Data analysis

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3 Promote and support emotional health and wellbeing	PASS Questionnaire	PASS Questionnaire will provide a baseline of pupils views and opinions on reading, From data it will provide us with targeted interventions which are strategy driven. Questionnaire focusses on 9 key areas and provides interventions to support that child according to their results. This is not solely focussed on attainment, it helps develop a child's mind, body and soul which is a pivotal part of our school ethos.	• CPD session for staff on administering the questionnaire. • Support from Inclusion Lead on interpreting the data. • Support from Inclusion Lead on implementing suggested interventions.	LR QS MLT	Half termly Inclusion Meetings. Half termly PPMs
	Targeted Sports Coaching for Year 5 and 6 children to raise self-esteem and confidence.	The EEF Toolkit states "Sports participation interventions engage pupils in sports as a means to increasing educational engagement and attainment" and that "being involved in extra-curricular sporting activities may increase attendance and retention."	• Weekly bespoke session with qualified sports coach and self-esteem mentor. • Linked to targets set by class teacher. • Collection of entry and exit data. • Weekly reflection log.	LR LG MLT	Weekly behaviour data analysis. Half termly PPMs Half termly Inclusion Team Meetings.
	Music Provision through Derby Music Service	Research shows that achievement in music can raise self-esteem and have a positive impact on academic achievement	• ½ day provision weekly. • Qualified music specialists. • Small group tuition on instruments	AS JR MLT	Half termly PPMs and RAP reviews

	Breakfast Club Extra-curricular Clubs	PP children gain the same experiences and support outside of the classroom as non- PP children. Breakfast club is very important to ensuring a child's basic needs are met in readiness for learning to take place.	Daily provision in class.	EC JR MLT	Review uptake half termly.
	Positive celebrations of achievements	Pupil voice gained from last academic year showed children's enjoyment and love of weekly celebration assembly.	- Weekly assembly celebrating: - Star of the Week - QIS Guiding Lamp - PE Champion	AS	Annual pupil voice

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4 Improved parental engagement for all pupils	To support parents and work in partnership to achieve the best for the children through: • Parent Partnership • Parent Forum • SEND Coffee Mornings	Positive impact on parents and carers and their pupils. Parent/carers feel better equipped to support the children at home - this will need be considered for a virtual environment during the global pandemic.	• Parent Forum will respond to the need of the community. • Terms of reference for group set. • Formal and focused agenda • Promotion through website, Class Dojo and newsletter. • Half-termly newsletters	AS BK	Stakeholder voice analysis.
	Support for home learning – Transform Trust home learning booklets		• All children will receive an age appropriate learning book.	MLT	Regular data analysis. Engagement tracking.
	Support for home learning – digital technology: • Laptops • SIM cards • Free data		• Will be needs driven with PPG children prioritised as well as other vulnerable groups. • Support drop-in sessions for parents. • Support videos.	RJ	Stakeholder voice Return to school feedback questionnaires.