



PUPIL PREMIUM STRATEGY

Review of Spend

2020/2021

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	Impact	Lessons learned (and whether this approach will continue)	
1 Improved attainment and progress for PPG pupils	Quality First Teaching with targeted TA Support	85% of teaching judged to be good of better by end of Summer term. Most year groups achieved their projected ARE combined figure.	Consolidation training on Rosenshine's for existing staff. New staff to be trained.	
	Effective high quality teaching of phonics and early reading.	High impact. This approach work for all children, particularly our disadvantaged children.	RWI works effectively and is government validated. Continue with provision. Continue with Development Days. Purchase Online Training Package.	
	Bespoke system for the teaching of writing which is tailored to the needs of our children – especially the most vulnerable.	Varied impact. Stronger impact seen when in school after Lockdown.	Teaching writing remotely was challenging. Further staff CPD on this is required in the Autumn Term.	
	EAL provision to support those pupils have English as an additional language, and are also pupil premium.	Implementation began last academic year but was inconsistent.	The Ark provision will be specialist provision from September 2021 led by an AHT and a qualified teacher + 3 L2 TAs.	
	Teachers use digital technology in daily learning to enhance the learning experience for pupils	iPads very effective in Year 5 but less effective in Year 1	Year 5 iPads move to Year 6 with children. Year 1 iPads move to Year 4 with Digital Lead.	
TOTAL SPEND				£7810

Desired outcome	Chosen action / approach	Impact	Lessons learned (and whether this approach will continue)
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.	Medium impact. Strong relationships formed with key families. Impact needs to be more wide-reaching.	Continue with AO. Look to broaden scope or train internal staff to ensure maximum impact when AO is not onsite.
	Provide free bus service to those in receipt of the PPG (Taxis during lockdown)	High impact. 23 children in receipt of the PPG utilised the school bus and 6 children in receipt of the PPG utilised a taxi to get them to and from school on a daily basis. This positively impacted on their progress and attainment as they could then access the provision onsite. This also provided a safe	Continue with bus service. Look to secure a bus at a less costly rate.
TOTAL SPEND			£52,450

Desired outcome	Chosen action / approach	Impact	Lessons learned (and whether this approach will continue)	
3 Promote and support emotional health and wellbeing	PASS Questionnaire	High impact on those who did the survey. Provision could be closely matched to need in a more bespoke manner.	Extend the use of the PASS questionnaire to more children next academic year and use alongside finding from PPMs/Leuven Scale and assessments.	
	Targeted Sports Coaching for Year 5 and 6 children to raise self-esteem and confidence.	Limited impact and relatively high cost. The impact was isolated to the sessions themselves and there was limited transfer of the coaching sessions to the learning environment.	Question for leaders: did we target the right children? Discontinue next year. Look for more relevant and impactful strategies to support children with confidence and self-esteem issues.	
	Music Provision through Derby Music Service	High impact. Not only did this impact on the qualitative factors affecting a child but transfer was seen to lessons in terms of concentration and discipline. Some children have been accessing music outside of school as a result.	Continue next academic year. New Music Lead to link this provision to the in-school curriculum and extra-curricular activities.	
	Breakfast Club Extra-curricular Clubs	High impact, limited attendance due to Lockdown and COVID restrictions.	Continue next year but expand the provision to include longer sessions and a wider range of activities.	
	Positive celebrations of achievements	High impact. Low cost.	Children enjoy celebrating their successes and the successes of others. Continue with Star of the Week, QIS Guiding Lamp and PE Champion.	
TOTAL SPEND				£47,975

Desired outcome	Chosen action / approach	Impact	Lessons learned (and whether this approach will continue)
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	Events were virtual for most of last year meaning impact was limited. Regular contact was made with vulnerable families.	Return to a programme of in-school events as soon as restrictions allow.
	Support for home learning – Transform Trust home learning booklets	Variable impact. Stronger impact in KS2	Children preferred the online platforms (inc. Showbie and Zoom) as these promoted more dialogue. Where internet connection was an issue that school could not support with, paper-based learning packs were successful.
	Support for home learning – digital technology: • Laptops • SIM cards • Free data	High impact. Over 70 devices were loaned to parents. Over 20 SIM cards were given out. 12 parents accessed free data.	This strategy will be employed should we need it in the future. However, the time involved in reconfiguring a device from “school use” to “home use” needs to be considered in the event of any future lockdown.
TOTAL SPEND			No direct cost
TOTAL SPEND THIS ACADEMIC YEAR			£108,235