

This statement details our school’s use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year’s spending of pupil premium had within our school.

School overview

Detail	Data
School name	Two Gates Primary
Number of pupils in school	282
Proportion (%) of pupil premium eligible pupils	26.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	21-24
Date this statement was published	September 21
Date on which it will be reviewed	July 22
Statement authorised by	N.Llewelyn-Cook
Pupil premium lead	N.Llewelyn-Cook
Governor	J. Nicholls

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£105,529
Recovery premium funding allocation this academic year	£10,585* accounted for on Catch-up report
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	££35,668
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£151,782

Part A: Pupil premium strategy plan

Statement of intent

At Two Gates we understand that the the aim of the pupil premium grant is to raise attainment for disadvantaged pupils.

Our commitment to pupils is unwavering; we know them and their families well; we are acutely aware of the additional barrier to education and well- being posed by the significant disruption of Covid 19 over the past 18 months.

We aim to ensure that disadvantaged pupils are challenged and supported to make good progress from their starting points and that they have access to all the school can offer- academic, pastoral and extra-curricular.

Teaching Our annual training and professional development plan is informed by analysis of need and focused on improving teaching staff's understanding and skills of effective pedagogical approaches. It is closely aligned with whole school priorities which arise from monitoring and evaluation of impact. This year these are:

<h3>Education Recovery</h3>	 <p>Promote children's oracy skills by teaching them to communicate effectively with others, develop their ideas and express themselves freely.</p> 	 <p>Ensure all children read regularly, developing skills and increased vocabulary so that they do so with increasing fluency and improved comprehension across the full curriculum.</p> 
 <p>Develop children's curiosity for learning through an ambitious knowledge engaged curriculum which is progressive and well taught using pedagogy rooted in supporting effective memory retention/learning.</p> 	 <p>Increase children's fluency in basic mathematical skills and operations e.g. number facts, times tables, making connections.</p> 	 <p>Develop children's fine motor skills progressively through tactile experiences essential for living, such as self-care, playing games, using keyboards and the consistent application of letter formation and joins in handwriting.</p> 

Academic support: We have analysed the main barriers to pupils succeeding at school and have targeted a proportion of our pupil premium towards mitigating these issues.

Wider approaches supporting readiness to learn: We allocate some of our funding towards non-academic use to increase pupils' confidence and resilience, encourage pupils to be more aspirational and also to benefit non-eligible pupils.

Through effective leadership at all levels, combined with school systems which enable timely evidence gathering, evaluation and communication, we can evaluate the effectiveness of our strategy and act quickly to make any changes required.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	The impact of lost learning due to the Covid-19 lockdown
2	Low levels of development in communication, language and literacy on entry to reception impacting on learning capacity in reception and subsequent years.
3	High percentages of PP pupils in Years 2,3,4 and 6 with one or more additional barriers
4	Complex family issues impacting on pupils' learning and wellbeing e.g. mental health, housing, debt

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p>Quality first teaching and small group intervention in communication, language and literacy enables pupils to make good progress from their starting points, in line with their non-pp peers</p> 	<ul style="list-style-type: none"> The % age of pp pupils attaining the Early Learning Goal in Communication, Language and Literacy is raised The percentage of pp pupils passing the phonic screen is raised. The gap between pp pupils and their non pp peers is reduced over time.
<p> 3-yr. Voice 21 teaching and learning programme is successfully completed.</p> <p>Pupils use talk effectively to listen to others and express ideas confidently and articulately, enabling more effective learning-across the curriculum.</p>	<ul style="list-style-type: none"> V 21 approaches applied consistently by all teachers Pupils demonstrating increased confidence vocabulary and understanding of learning in their talk Evidence of progress and narrowing attainment gaps
<p> Children read regularly; they develop skills and increased vocabulary so that they can read with increasing fluency and improved comprehension across the full curriculum.</p>	<ul style="list-style-type: none"> Instructional coaching applying the reading rubric is developing teachers' skills; Pupils experience high quality teaching because teachers apply agreed sequence of teaching and pedagogy throughout school (no variance). PP pupils make good progress in reading

<p>Pupils with additional barriers make good progress from their starting points as a result of outstanding teaching and additional support which addresses their learning needs effectively.</p>	<ul style="list-style-type: none"> • The school's information sharing, communication and evaluation systems enable a coordinated approach to pupil support. • Pupils make good progress from their starting points • Quality first teaching and formative assessment in the classroom is consistently good/better • Instructional coaching is embedded as a leadership strategy supporting and challenging teachers to improve their practise continuously • Summative data shows an increase in the percentage of pupils making good/better progress.
<p>Pupils' self- confidence and aspiration is raised so they participate fully in lessons, experience success and become resilient to challenge.</p>	<ul style="list-style-type: none"> • Pupils' motivation and participation in lessons is high • Outcomes of academic and pastoral interventions evidence progress in defined areas
<p>Families receive the early help they need to address issues which impact on their everyday lives and well-being so that pupils benefit from a more secure and stable home life.</p> <p>Anxiety is reduced, enabling better focus on learning.</p>	<ul style="list-style-type: none"> • Issues raised are identified and acted on quickly • Families receive the right help at the right time- involving external agencies when necessary • Measurable impact on pupils – attendance/ appearance /readiness to learn/academic progress
<p>Pupils participate in a bespoke programme of age appropriate and progressive experiences and opportunities throughout school to increase their knowledge and understanding of the world.</p> <p>Increased experiences supports vocabulary acquisition and the ability to make connections in learning.</p>	<ul style="list-style-type: none"> • Cost does not prohibit pupils from participating in educational visits/residential experiences and wider music offer. • A high % of PP pupils engage with opportunities offered • Impact of experiences enhances learning and raises attainment • Evidence of increased vocabulary in reading and writing outcomes
<p>Pupils attend school regularly</p>	<ul style="list-style-type: none"> • Attendance of PP pupils remains in line with that of their non pp peers at school/ national level

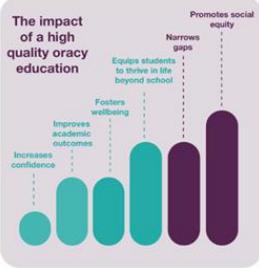
Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 89,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Leaders and teachers engaged in frequent instructional coaching using the reading rubric to incrementally develop pedagogy.</p>	 research recommends that schools should focus on developing core classroom teaching strategies that improve literacy capabilities. With this in place, the need for additional support should decrease.  This activity was first implemented during the summer term; impact on practise was immediate; see it name it do it model embraced.	<p>2 1</p>
<p>Leaders and teachers engaged in frequent instructional coaching using formative assessment rubric rooted in theory of cognitive science- effective memory retention/learning</p> 	<ul style="list-style-type: none"> • Research by Black and Wiliam, concluded that formative assessment is perhaps the most effective educational practice when it comes to improving academic achievement and disproportionately beneficial for underachieving students. •  Teacher Toolkit 2021 Metacognition and self-regulation –very high impact •  Teacher Toolkit 2021 Feedback- very high impact 	<p>1 2 3</p>
 Participation of leaders and teachers and in the NCTEM mastering numbers CPD programme to improve pupils' fluency and number sense	<p>Research by Tall and Grey into why some pupils fail at maths –which has informed the NCTEM Mastering Number programme</p>  Maths attainment has fallen over the Covid period; pupils have gaps in knowledge. School data shows attainment gap between pp and non pp ranges from 7-25% below.	<p>1 3</p>

 <p>Upskilling of teachers' understanding and teaching of oracy through the school's participation with the Voice 21 programme. This is the 2nd year of a 3 year programme.</p>	<ul style="list-style-type: none">  Toolkit 21-oral language interventions-very high impact Voice 21 impact:  <p> Due to high quality ongoing Voice 21 training, the oracy lead has become skilled in understanding and developing oracy teaching and learning across school. As a result of little and often oracy CPD, the profile for oracy has risen across school; teachers are developing their own understanding of oracy and beginning to embed oracy teaching into their everyday lessons.</p>	<p>2 3</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: ££32,197

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Small group speech and language intervention in reception- use of WELLCOMM programme</p> 	<ul style="list-style-type: none">  Toolkit 21-oral language interventions-very high impact  Entry and exit scores for pupils (19-20) showed significant progress. 	<p>2</p>
<p>Small group speech and language intervention in reception -use of NELI programme</p> 	<ul style="list-style-type: none">  Toolkit 21-oral language interventions-very high impact  Early Years & Year 1 teachers trained in delivery of programme last year; implementation was hindered due to Covid disruption, but entry and exit still showed improvement. 	<p>2</p>

<p>Reading fluency and comprehension intervention using Reading + for identified pupils in KS2 3 x /week</p>	<ul style="list-style-type: none"> •  Toolkit 21-reading comprehension strategies –very high impact 	<p>1 2</p>
<p>1-1 and small group phonic intervention 3 x/week</p> 	<ul style="list-style-type: none"> •  Toolkit 21-phonics-high impact •  PP pupils attained higher than non-pp in phonic screen 21 	<p>2</p>
<p>1-1 psychotherapy for identified pupils 1x day/week</p> 	<ul style="list-style-type: none"> • Increased number of pupils presenting with anxiety and low mood • Poor mental health and well-being increases absence from school and inhibits pupils' ability to focus and engage in learning • KCSIE 21- increased responsibility on schools to identify and support pupils with mental health 	<p>4</p>

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pupils participate in a programme of age appropriate and progressive experiences and opportunities throughout school – forest school, music, culture</p>	<ul style="list-style-type: none"> •  Toolkit 21-arts participation- moderate impact •  Toolkit 21 -Collaborative learning approaches-high impact 	<p>2 4</p>
<p>Families receive the early help they need to address issues which impact on their everyday lives and well-being so that pupils benefit from a more secure, stable and safe home life and</p>	<ul style="list-style-type: none"> • KCSIE 2021 para 73 It is important for children to receive the right help at the right time to address safeguarding risks, prevent issues escalating and to promote children's welfare. Research and serious case reviews have repeatedly shown the dangers of failing to take effective action. 	<p>4</p>

can apply themselves to learning	<ul style="list-style-type: none">• Vulnerability scores (school's own) indicating levels of need	
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Total budgeted cost: £ 141,197

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Despite the disruption to education due to school closures, restricted attendance and group/individual isolation, teaches delivered high quality face-to face and remote learning to pupils. The staff worked collaboratively during the Spring lockdown to ensure the remote learning offer was relevant, engaging and as much as possible matched to the in- school provision Pupil engagement was monitored daily and although it was generally high, not all pupils completed every lesson every day, so the risk of gaps in learning and pupils falling behind was high. Pupils in school experienced a broad curriculum offer with music and forest school taught fully throughout the year. 22% of PP pupils attended during lockdown,

As an outcome of COVID-19, statutory assessments were cancelled in 2020 and 2021. The table below shows the % age difference in attainment between PP and Non-PP pupils from the summer 21 data capture, based on standardised assessments and teacher assessment.

Year	Reading	Writing	Maths
1	15	9	19
2	0	13	25
3	8	23	16
4	7	17	29
5	9	13	14
6	19	8	7

Only one pp child 16% attained GLD at the end of Reception

71% of pp pupils passed the phonic screen compared with 60% non-pp

Pastoral support throughout the year was a priority. We were in touch with all vulnerable pupils during lockdown- either via Seesaw/Tapestry or through the daily/weekly call.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Oracy Education	Voice 21
Early Speech and Language	WELLCOM- GL Assessment
Reading+	DreamBox Learning
Power Maths	Pearson Education
Read, Write Inc. Phonics & Spelling -online	Oxford Owl (OUP)

Further information (optional)

Please return to our web page to view our Catch up funding report.