

Basildon Primary School – Review of PP Statement 2021-2022

Review of activity in the academic year 2021-2022

This document reviews how we intended to spend our pupil premium (and recovery premium funding) to address the challenges listed in our pupil premium statement.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £4,200

Activity	RAG rating	Additional notes
Purchase of Chris Quigley Early Years Resources (curriculum support documents). Training for staff on how to implement these into EYFS classes.	Green	These resources were successfully implemented in the EYFS classes and the EYFS lead is continuing to support and monitor the implementation of the resources.
Targeted CPD for LSAs from PPG lead (around classroom support and interventions).	Amber	This training and support was delivered during the year, through 1:1 support and group sessions. Following review, it is felt that this training/support should be continued into the new academic year due to changes in staffing/staff roles and children's needs.
Targeted CPD for teachers and LSAs on maths, funding release time for maths lead.	Green	This training was successful in supporting staff to develop their skills in teaching effective maths. As there will be a number of new members of staff in the new academic year (including ECTs), we feel that this training/support will need to continue next year.
Speech and language training for LSAs (in house and CYPIT led).	Amber	A number of LSAs were able to be released from class to attend speech and language training sessions. However, having reviewed staff CPD from the year, there are still other LSAs who would benefit from attending some further training. In-house speech and language is now due to take place in the next academic year.
Oracy training with teachers and LSAs, funding release time for oracy lead.	Green	This training was able to take place and was successful in continuing to develop staff knowledge in this area.

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Purchasing training for staff on the local authority's DfE validated systematic synthetic phonics programme.	Amber	It was not possible to purchase training on the local authority's DfE validated phonics programme as it was not finalised in time. Instead, the school has purchased 'Monster Phonics' and all staff are due to be trained in this before the new academic year starts.
Targeted CPD for teachers on metacognition, supporting children's understanding of themselves as learners.	Green	All staff have received training on this and have been able to incorporate more elements within their teaching. A recent governor monitoring day included a focus on this and it was noted that metacognition was clearly evident in classes.
CPD time updating feedback policy with staff.	Green	Staff spent several sessions reviewing and updating this policy. The updated policy has since been successfully implemented and will continue to be reviewed/monitored to ensure it is effective in supporting children's learning and progress.

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £6,965

Activity	RAG rating	Additional notes
Pre-teach sessions led by teachers and/or LSAs. Teachers run weekly pre-teach sessions on the upcoming maths content, disadvantaged children are part of these sessions. Pre-teaching also takes place in other subjects for new vocabulary (e.g. at the start of a unit and then recapped weekly)	Green	These sessions continued to be useful and effective in boosting children's confidence, engagement and success in lessons. They will continue to be an area of activity next year. Over the year we have developed a bank of dual coded vocabulary cards for units across the curriculum and these will continue to be used in lessons and pre-teach sessions next year.
Same day interventions, run by LSAs, are in place and mean that any gaps identified in lessons can be addressed the same day, before the child moves on to the next lesson.	Amber	These sessions have run throughout the year, but with some elements of interruption due to illness and staffing difficulties. These sessions are prioritised to continue next year, and additional staffing time has been created (with an LSA due to be focused on delivering interventions).

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<p>Additional phonics sessions are in place for children needing additional support. These are primarily run up to year 3 and disadvantaged children are included in these sessions.</p>	<p>Amber</p>	<p>These sessions have run throughout the year, but with some elements of interruption due to illness and staffing difficulties. These sessions are prioritised to continue next year, and additional staffing time has been created (with an LSA due to be focused on delivering interventions). New intervention resources from 'Monster Phonics' will support staff in delivering effective sessions.</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £5,900

Activity	RAG rating	Additional notes
<p>Whole staff training on therapeutic thinking behaviour approach, refreshing and embedding the approach across the school.</p>	<p>Green</p>	<p>This training was successful in supporting staff to develop their confidence in delivering the therapeutic thinking approach. As there will be a number of new members of staff in the new academic year (including ECTs), we feel that this training/support will need to continue next year. It is hoped that additional members of senior staff will be able to attend the local authority training for therapeutic thinking too.</p>
<p>Funding additional hours for ELSA and in-school counsellor to support disadvantaged pupils with their emotional wellbeing.</p>	<p>Green</p>	<p>The school's ELSA now devotes all of her time in school to ELSA work (no longer supporting in class as an LSA for some of the time) which has enabled her to support a wider range of children, and support them more frequently if needed. Similarly, increasing the hours for our in-school counsellor has meant that we can provide a greater level of support for our PP children who need emotional support.</p>
<p>Fund hours for wrap around care for identified disadvantaged pupils. Within this time there are opportunities for enrichment activities through clubs and</p>	<p>Green</p>	<p>This has continued to be a useful strategy for both the PP children accessing it and their families. Over the next academic year we are keen to develop the level of uptake for a small number of PP children who access this service less frequently.</p>

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additional support for areas of need.		
Training on in-class daily wellbeing sessions for all staff.	Green	This training was implemented early into the year and the wellbeing lead continued to monitor over the year.

Total budgeted cost: £17,065

Total budget spent: £14,080

Total amount carried forward: £2,985