



Pupil Premium Strategy Statement – 2020/2021

Summary information for 2020/2021

Academic Year	2020-2021	Total PP budget	£130, 120	Date of most recent PP internal review	Autumn 2020 (should have been summer)
Total number of pupils	209	Number of pupils eligible for PP	97 (census Jan 20)	Date for next internal review of the strategy	by Summer 2021

Current attainment – end of 2019 due to no SATs during summer 2020 (Covid-19)

2019 KS2	PP (school)	PP (National)	Non PP (School)	Non PP (National)
<i>% achieving in RWM</i>	46.2%	51%	56.3%	70%
<i>progress in reading</i>	-1.2	-0.6	1.2	0.31
<i>progress in writing</i>	2.1	-0.4	2.9	0.24
<i>progress in Maths</i>	-0.7	-0.6	0.4	0.31

Barriers to future attainment (for pupils eligible for PP, including high ability)

In school barriers (issues to be addressed in school, such as poor oral language skills)

Lack of vocabulary and communication skills on arrival in school.
Poor attainment and social skills on entry into school.
Emotional and mental health issues with pupils.
A growing number of EAL pupils who arrive with little or no spoken English.
SEN needs amongst our pupils from disadvantaged backgrounds.

External barriers (needing attention outside of school too, such as low attendance rates)

Attendance levels especially with regard to Persistent absence (particularly EAL pupils)
Lack of parental engagement with regard to support at home for learning.

Desired outcomes

Desired outcome	Success criteria
Children to enter KS1 at age related expectations (GLD)	Children make greater than expected progress in EYFS to allow them to close the gap with their peers
Appropriate interventions are provided to allow disadvantaged children to close the gap to their peers in reading, writing, maths and socialisation skills.	Children receiving interventions make greater than expected progress. Range of interventions offered in school address a range of needs. Work within the classroom includes targeted support for disadvantaged children.

	Language development is accelerated to allow children to develop language skills similar to their more affluent peers	Children score well on SPAG type tests. Teachers use a range of language within the classroom TAs provide language enhancing interventions across school Early years team use a range of language enhancing interventions
	Parental engagement	Parents are more engaged with school and with their child's learning, for example the proportion of parents reporting hearing children read at home improves.

Planned Expenditure for 2020/2021

Academic Year	2020/2021				
Quality Teaching for all					
Desired outcome	Chosen action/approach	What is the evidence rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	When will you review implementation?
<i>Improve progress and attainment of SEND PP pupils.</i>	<i>Employ an Assistant SENDCO to help support the SENDCO in ensuring all pupils are receiving appropriate interventions.</i>	<i>SEND provision has been reviewed and new tracking systems set up. Individual interventions and their impact have begun to be reviewed. Initial data suggests that gaps on measures are decreasing.</i>	<i>To continue the review process to quality assure the interventions and to review their use across school.</i>	<i>RB</i>	<i>Each term with an end review in Summer 2021</i>
<i>To improve the rate of progress of PP pupils to lead to increased attainment in all areas.</i>	<i>Extra support within the classroom. Contribution to Teacher Support Assistants in each year group to deliver targeted support in English and Maths lessons</i>	<i>There is evidence of greater than expected progress of children across school. This has impacted on both PP and non-PP children.</i>	<i>Monitor use of additional adults as part of the monitoring programme. Provide relevant support and CPD to TSA's to ensure they are effective in the classroom.</i>	<i>EW</i>	<i>Each term with an end review in Summer 2021</i>
<i>Total budgeted cost</i>					<i>£76, 004</i>

Targeted support					
Desired outcome	Chosen action/approach	What is the evidence/ rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	When will you review implementation?
<i>Improve English outcomes for PP children.</i>	<i>Funding English interventions delivered by a qualified teacher in Y6 and Y2</i>	<i>There is evidence of impact across Year 6 in both reading, writing and GPS. This has led to greater than expected progress in these areas for a number of pupils. This can be seen in the attainment in the KS2 SATS.</i>	<i>This is an area of spend that has a very positive impact on the children in Year 6 and enables many of them to make greater than expected progress. This is an area of spending we think should continue. Monitoring of sessions.</i>	<i>PS</i>	<i>Each term with an end review in Summer 2020</i>
<i>Improve outcome for PP children in EYFS GLD</i>	<i>Employ a Classroom assistant (an additional adult) with a focus on supporting pupils in Reception in danger of not achieving GLD</i>	<i>There are a number of children working considerably below ARE in need of more intensive support. An additional adult will enable the children who need additional support receive it without it being detrimental to the other children.</i>	<i>Monitor progress of the children carefully. Work with the CT to ensure the additional adult is deployed effectively.</i>	<i>EW</i>	<i>Each term with an end review in Summer 2020</i>
<i>Total budgeted cost</i>					<i>£29, 376</i>
Other approaches					
Desired outcome	Chosen action/approach	What is the evidence rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	When will you review implementation?
<i>An improvement in pupils' mental health and well-being</i>	<i>Fund one day a week Younger Minds (YM) counselling for vulnerable pupils (most who are PP)</i>	<i>Children have access to suitable counselling which will lead to better in class engagement which will result in better outcomes. Even if support is provided to non-PP the impact across a whole class will help improve outcomes for PP pupils</i>	<i>HSLW to liaise closely with the YM counsellor. YM counsellor to complete termly evaluation so the success of the provision can be measured by pupil voice.</i>	<i>PS</i>	<i>Each term with an end of review in Summer 2021</i>

<i>Pupils improve their confidence and resilience.</i>	<i>Fund specialist music provision for all pupils from nursery upwards allowing all children the opportunity to perform regularly and learn how to play a range of musical instruments</i>	<i>Children really enjoy performing and our less confident children in academic situations blossom during music lessons. Evidence has shown that musical education has a positive impact upon academic attainment.</i>	<i>Music lead will monitor music lessons closely. Pupil voice will identify how well the children are responding/enjoying their music lessons.</i>	<i>PS</i>	<i>Each term with an end review in Summer 2021</i>
<i>All children to have a good range of quality age appropriate books at home</i>	<i>Fund the purchase of books for the teaching of English that the children can take home with them at the end of each term. Six books a year £4,000</i>	<i>Children like the fact they have quality books to take home with them. Some children have shared the books with their parents. Some children reported sharing the books with younger siblings to prepare them for the future.</i>	<i>Pupil voice survey to monitor if books are re-read at home. Additional monitoring provided by Sarah Preston as part of our participation in the EEP project.</i>	<i>BB</i>	<i>End of half term review with an end review in Summer 2021</i>
<i>Encourage parental engagement with reading</i>	<i>Run reading challenges across the school.</i>	<i>This is beginning to have an impact across school with the amount of reading that is happening at home. There is evidence of improving outcomes in reading in in-school data.</i>	<i>There are still a few families who are reluctant to read with their children. We need to provide support to these families to help them support their children's learning. Regular updates via Dojo to publicise the incentives and by staff within school.</i>	<i>EW</i>	<i>Review prizes awarded each half term for family reading with an end of year review in Summer 2021</i>
<i>Total budgeted cost</i>					<i>£24, 740</i>
<i>Total of All Support</i>					<i>£130, 120</i>

Review of Expenditure from 2019/2020

<i>Previous Academic Year</i>	2019/2020			
Quality Teaching for all				
Desired outcome	Chosen action/approach	Estimated impact	Lessons Learned	Cost
<i>Improve progress and attainment of SEND PP pupils.</i>	<i>Employ an Assistant SENDCO to help support the SENDCO in ensuring all pupils are receiving appropriate interventions.</i>	<i>SEND provision has been reviewed and new tracking systems set up. Individual interventions and their impact have begun to be reviewed. Initial data suggests that gaps on measures are decreasing.</i>	<i>To continue the review process to quality assure the interventions and to review their use across school.</i>	<i>£26,613</i>
<i>To improve the rate of progress of PP pupils to lead to increased attainment in all areas.</i>	<i>Extra support within the classroom. Contribution to Teacher Support Assistants in each year group to deliver targeted support in English and Maths lessons</i>	<i>There is evidence of greater than expected progress of children across school. This has impacted on both PP and non-PP children.</i>	<i>The support provided by the TSAs in class has not had a focused impact on just PP children. Positives have been seen for both PP and non-PP pupils.</i>	<i>£50,009</i>
Targeted support				
Desired outcome	Chosen action/approach	Estimated impact	Lessons Learned	Cost
<i>Improve English outcomes for PP children.</i>	<i>Funding English interventions delivered by a qualified teacher</i>	<i>There is evidence of impact across Year 6 in both reading, writing and GPS. This has led to greater than expected progress in these</i>	<i>This is an area of spend that has a very positive impact on the children in Year 6 and enables many of them to make greater than expected progress. This is an area of spending we should continue.</i>	<i>£24,924</i>

		<i>areas for a number of pupils. This can be seen in the attainment in the KS2 SATS.</i>		
<i>All children to have the chance to practise their reading on a regular basis. To deal with lack of parental engagement</i>	<i>Employ at Classroom assistant with a focus on hearing Pupil Premium Readers</i>	<i>The evidence suggests that extra 1:1 reading with PP children is allowing some children to make greater than expected progress in comparison with their peers and that it is preventing the gaps getting larger. Pupil Voice suggests that children appreciate having the opportunity to read to an adult on a regular basis.</i>	<i>The evidence suggests that extra 1:1 reading with PP children is allowing some children to make greater than expected progress in comparison with their peers and that it is preventing the gaps getting larger so this is a good use of PP money. We are aware of the need to make the support provided by this programme more efficient through better timetabling to ensure all PP children benefit at each session.</i>	<i>£9,826</i>
Other approaches				
Desired outcome	Chosen action/approach	Estimated impact	Lessons learned	Costs
<i>Provide all children with quality age appropriate books to have at home</i>	<i>Fund the purchase of books for the teaching of English that the children can take home with them at the end of each term. Six books a year £6,000</i>	<i>Children like the fact they have quality books to take home with them. Some children have shared the books with their parents.</i>	<i>In the pupil voice survey more children than in previous years said that they enjoyed the books and could remember books they had read in previous year groups. Some children reported sharing the books with younger siblings to prepare them for the future.</i>	<i>£6,000</i>
<i>Encourage parental engagement with reading</i>	<i>Run reading challenges across the school. Zero cost</i>	<i>This is beginning to have an impact across school with the amount of reading that is happening at home. There is evidence of improving outcomes in reading in in-school data. Year 2 have recently trailed a new approach and all bar</i>	<i>There are still a few families who are reluctant to read with their children. We need to provide support to these families to help them support their children's learning. We will look at providing short video clips via Dojo demonstrating how parents can support at home.</i>	<i>£0</i>

		<i>two or three children are fully engaged.</i>		
<i>Pupils improve their confidence and resilience.</i>	<i>Fund specialist music provision for all pupils from nursery upwards allowing all children the opportunity to perform regularly and learn how to play a range of musical instruments</i>	<i>Children really enjoy performing and our less confident children in academic situations blossom during music lessons. Evidence has shown that musical education has a positive impact upon academic attainment.</i>	<i>Pupil voice has identified that children really enjoy their music education and enjoy performing to their parents and the whole school. There is the need to investigate whether there are any further opportunities for children to learn how to play a musical instrument outside of normal lessons.</i>	<i>£10, 666</i>
<i>Encourage parental engagement</i>	<i>Run Family Learning sessions across the year. Topics for 2019-20</i> <ul style="list-style-type: none"> <i>• Vocabulary Ninja</i> <i>• Number Bonds/Times tables Rock stars</i> <i>• Reading Zero cost</i> <i>End of learning challenge presentation – at least one per term per year group.</i>	<i>Survey data from parents who have attended the events across the school year has being very positive. Parents appreciate being able to come in to school to work with their children and to find out what the children are doing in their lessons. Children appreciate being able to share their work with their parents.</i>	<i>We intend to revamp the content of the family learning sessions for next year. The sessions will focus upon how we teach important aspects of English and Mathematics so that families know best how to support their children at home. We are also going to introduce an opportunity at the end of a Learning Challenge for parents to visit school to find out what the children have learnt during the Learning Challenge. We hope this will encourage parents to engage further in their children’s learning. Due to Covid-19 we were unable to offer our full complement of sessions. Feedback from the autumn term sessions was positive and focused upon what parents wanted.</i>	<i>£0</i>

Additional Detail

Academic Attainment and Progress 2018/2019

Year 1 Phonics Check – percentage of pupils meeting the expected standard

PP	72%
Non-PP	50%

Key Stage 1 Attainment (in school comparison)

	Expected Standard or Above	
	PP	Non-PP
Reading	62%	79%
Writing	55%	74%
Maths	63%	80%

Key Stage 2 Attainment (in school comparison)

	Percentage of children achieving expected	
	PP	Non-PP
Reading	64%	80%
Writing	67%	83%
Mathematics	64%	81%
Reading, Writing, Mathematics Combined	51%	71%
Spelling, Grammar and Punctuation	67%	82%

Progress between KS1 and KS2

	Progress	
	PP	Other
Reading	-0.6	-5.0
Writing	-0.4	0.5
Mathematics	-0.6	-2.7

Further information about pupil premium can be found by following the link below:

<http://www.education.gov.uk/schools/pupilsupport/premium/b0076063/pp>

“Learning with God and Each Other to be the Best We Can Be”