

Pupil Premium Strategy Statement 2020-2021

Everyone deserves an excellent education, regardless of background or barrier to learning.



1. Summary information					
Financial Year	2020-2021	Total PP budget (Funding based on those on roll January 2020 Census)	£ 51,765 (based on 35PP & 2PP+)	Date of most recent PP Review	Spring 2020
Total number of pupils (Updated 1 st May 2020)	196	Number of pupils eligible for PP (Updated May 2020)	47 (incl. 2PP+)	Date for next internal review of this strategy	Spring 2021

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

A.	Delayed oral language skills that impact on independent and pro-active learning.
B.	Basic skills in reading, writing and maths for current KS2 children eligible for pupil premium.
C.	High ability pupils who are eligible for PPG are making less progress than other high ability pupils in KS2.
D.	Social and emotional issues which impact on concentration, motivation and resilience for a number of children across the school (many of these are eligible for PPG)

External barriers *(issues which also require action outside school, such as low attendance rates)*

E.	The attendance rate for pupils eligible for disadvantaged children is generally below that of non-disadvantaged children.
F.	Lack of parental confidence in knowing how to support their child's learning disadvantages some children across the school, including those eligible for PPG.
G.	Due to the COVID 19 Pandemic, children have had significant disruption to their education but children eligible for PPG

4. Outcomes

Our overarching aim is for all children eligible for PPG to make high rates of progress and attain as well, or better than all other children nationally and locally.

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved oral language skills for pupils eligible for PPG throughout the school and in particular in KS2.	Pupils eligible for Pupil Premium make rapid progress so that they meet at least age related expectations in speaking and listening, reading, writing and mathematics.
B.	Higher rates of progress in reading, writing and maths for those pupils who qualify for the Pupil Premium in KS2.	KS2 Pupils eligible for Pupil Premium make rapid progress by the end of the year so that they meet at least age related expectations in comparison to all other pupils nationally and those with the same starting points.

C.	Higher rates of progress across Key Stage 2 for higher attaining pupils eligible for PP.	Pupils eligible for PP identified as High ability make as much progress as 'other' pupils identified as high ability, across Key Stage 2 in reading, writing and maths. Measured in Y6 through SATs outcomes and in Y3, Y4 and Y5 by teacher assessments and successful moderation practice.
D.	Increased engagement in learning of those children eligible for PPG with Social and emotional issues which results in increased rates of progress.	Pupils eligible for Pupil Premium are observed to have improved concentration, motivation and resilience, thus resulting in rapid progress by the end of the year and meeting at least age related expectations.
E.	Increased attendance rates for pupils eligible for Pupil Premium.	Reduce the number of persistent absentees and lateness among pupils eligible for Pupil Premium. Overall Pupil Premium attendance improves and is above the national average for this group.
F.	Improved engagement and confidence of parents eligible for PPG to support their children with their learning.	Parents of Pupils eligible for PPG attend parental involvement sessions, workshop sessions and ensure that their children read 5 times per week and complete their homework.

Planned expenditure

Academic year	2020/2021
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The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and to support whole school strategies.

1. Quality of teaching for all

Desired outcome	Impact Group	Chosen action / approach	What is the evidence and rationale for this choice?	How will we ensure it is implemented well?	Staff lead	When will we review implementation?
Improved oral language skills for pupils eligible for PPG throughout the school and in particular in KS2.	All Chn All staff	All staff to receive updated specialist training for Speech and Language and developing vocabulary in order to support children with language building, oracy skills and development of wider vocabulary.	Many children join our school with particularly low starting points with regards to oracy and communication. A number of PP children continue to have Speech and language challenges as they go through the school.	Regular meetings between specialist LSA and SENCO. Monitoring and review sessions with Speech and Language Therapist. Meetings with parents to discuss support and progress in this area.	VS AH	April 2021
	Select chn	Training for specialist LSA to have a focus on improving Speech and language across the school.	Having a key adult with specific responsibility for this will support and enable these chn to better access	Regular meetings between specialist LSA and SENCO. Monitoring and review sessions with Speech and Language Therapist.	VS AH	April 2021

		Dedicate 30% of their timetable to providing SALT interventions.	their learning and in term improve progress.	Meetings with parents to discuss support and progress in this area.		
	Key staff Teachers	SENCO to attend 2 day ELKLAN training and share key classroom strategies with staff.	SENCO often provides feedback and initial support for class teachers, this would improve confidence levels in this area and support work of specialist LSA	Staff meeting to deliver key aspects of training. Monitoring of strategies through learning walks and wider monitoring of provision.	AH	January 2021
Improved engagement and confidence of parents eligible for PPG to support their children with their learning.	PP chn	Introduction of family worker role to support engagement in children's learning and facilitate conversations between home and school.	A number of our PP families lack parental confidence in engaging with school staff. A number of these families have shared that they themselves find aspects of learning difficult. Providing relaxed, welcoming opportunities to talk about supporting at home school be a good encouragement.	Regularly reviewed between family worker and DHT. Monitor engagement/attendance at coffee mornings. Liaison between class teachers and family worker. Monitoring of progress data and discussions with class teachers. Monitor engagement in PP chn home learning.	CC AH SLT	April 2021
	All parents PP families	Through parent coffee mornings, offer sessions around how to support reading at home and supporting home learning.			CC AH SLT	April 2021
Higher rates of progress in reading, writing and maths for those pupils who qualify for the Pupil Premium in KS2.	All chn	Staff training on managing provision maps and planning and monitoring appropriate interventions.	All teachers to use innovative and successful teaching strategies in order to accelerate the progress on all chn with a particular focus on PP.	SLT monitoring through lesson observations, book looks and data analysis.	SLT	January 2021
	Teachers All chn	Regular CPD on improving teaching & learning to manage pace and challenge for all within the classroom to ensure good rates of progress.			SLT	January 2021
Higher rates of progress in reading, writing and maths for those pupils who qualify for the Pupil Premium in KS2.	All chn	Regular training and CPD available to all staff but particularly for maths and English subject leads in order to increase knowledge for strategies to best support all chn especially PP and disadvantaged.	Maths and English subject leaders need up-to-date knowledge of strategies and interventions to best support the attainment and progress of all chn especially those who are PP and disadvantaged. They will then disseminate this to all staff.	Feedback on training in staff meetings to shared knowledge with staff. SLT monitoring through lesson observations, learning walks and book looks. Data analysis.	SG ME SLT	March 2021

Total Budget Cost

£ 4,150

2. Targeted Support

Desired outcome	Impact Group	Chosen action / approach	What is the evidence and rationale for this choice?	How will we ensure it is implemented well?	Staff lead	When will we review implementation?
PP children will be settled and ready to learn after key transitional points of the day.	Selected PP chn	Train additional two members of support staff in 'Sensory Circuits'. Purchase a second set (to enable more children to access) of appropriate equipment to use in sessions. Run 'Sensory Circuits' programme for selected children 3x weekly.	Many of our PP chn struggle to settle back in to class and their learning after key transitional points in the day.	Chn selected for the programme will returned to class settled and 'ready to learn'. In turn these children will make better progress.	AH (2xLSA)	Termly
Higher rates of progress for PP chn in reading, writing & maths at KS2.	KS2 PP	Embed the role of a 50% timetabled 'Learning Coach' to support the progress of PP chn either individually or within a small group.	Many of our PP chn have gaps in their learning which need to be filled in order to build upon learn and make the best possible progress.	Regular meetings between SENCO and Learning Coach. PP data to be analysed as separate group and reviewed half-termly. Regular reports to Governing Body and visit from link PP Governor.	RBF AH	April 2021
Increased engagement in learning of those children eligible for PP with Social and emotional issues.	Specific child	School-funded 50% 1:1 support to assist in improving behaviours for learning and 'readiness to learn', with the intention of improving attainment and progress.	Child accesses learning more successfully with 1:1 support with clear breaks between tasks.	Monitoring of books to illustrate engagement in tasks and progress. Regular review meetings with SENCO. Increase in attainment and progress.	AH RBF	March 2021
Increased engagement in learning of those children eligible for PP with Social and emotional issues.	Selected PP & SEN children	Purchase a range of engaging resources which can be used to support a task/reward scheme for key PP children with additional needs.	Specific group of PP chn who also have SEN needs who access learning more successful when presented with a task/reward structure to learning. Resources need to have multiple uses which can support social skills in order to engage in whole-class learning.	Monitoring of books to illustrate engagement in tasks and progress. Regular review meetings with SENCO. Increase in attainment and progress.	AH Class teachers	January 2021

Support social and emotional well-being of key PP children through extra-curricular access	Select PP chn	Fund attendance at holiday clubs for key children – up to 4 days per child	Some of our PP chn can find social interactions challenging and this can affect their confidence. Getting to know children in a more relaxed environment can improve this.	Registers at holiday clubs.	AH VS SLT	March 2021
For all PP children to have the opportunity to access a residential trip.	Select PP	Make £100 contribution towards PP/disadvantaged children who would have specific benefit from this experience.	Some of our disadvantaged children have limited experience of a holiday and are able to excel in a differing environment.	Attendance at residential	AH DL	March 2021
Total Budget Cost						£ 29,950

3 Other approaches

Desired outcome	Impact group	Chosen action/approach	What is the evidence and rationale for this choice?	How will we ensure it is implemented well?	Staff lead	When will you review implementation?
For key adults to have an up to date understanding of strategies for PP and disadvantaged.	All PP & Dis chn All staff	AH & RBF to attend appropriate CPD designed to further develop the learning and attainment of disadvantaged pupils.	Growing number of PP chn across the school with significantly disproportionate funding, seeking innovative ways to best use PPG to support all children.	Regular meetings between SENCO and Learning Coach. Half-termly review of data for PP chn. Half-termly review and reallocation of interventions.	AH	April 2021
Improved engagement and confidence of parents eligible for PPG to support their children with their learning.	All parents	CC to begin establishing a full-time family worker role and to introduce weekly parent café for all parents but work to encourage the engagement of our 'disadvantaged' families.	There are limited opportunities to meet other parents in a new community. Many of our 'disadvantaged' families prefer an informal space to talk to school adults.	Regular reviews between family worker and SLT. Attendance numbers.	CC	March 2021
Increased engagement in learning of those children eligible for PP with Social and emotional issues.	Selected chn	Whole-staff to be trained in STEPS training.	A number of PP or disadvantaged chn require additional support with regards to positive behaviour management in	Learning walks and observations to see approaches in use.	SLT	January 2021

			order to access their learning successfully.				
						Total budget cost	£ 17,665
						Total spend	£ 51,765

GLOSSARY

- FSM - Free School Meals
- GLD – Good level of Development
- GPS – Grammar, Punctuation & Spelling
- HAP – Higher Attaining Pupil
- LAP – Lower Attaining Pupil
- PP – Pupil Premium
- PPG – Pupil Premium Grant
- SEND – Special Educational Needs and Disabilities