



Pupil premium spending current academic year 2020/2021

| SUMMARY INFORMATION | | | |
|--|--------------|---|--------------|
| Date of most recent pupil premium review: | October 2020 | Date of next pupil premium review: | October 2021 |
| Total number of pupils: | 225 | Total pupil premium budget: | £15,840 |
| Number of pupils eligible for pupil premium: | 12 | Amount of pupil premium received per child: | £1320 |



Pupil premium report strategy

STRATEGY STATEMENT

Include a brief overview of your pupil premium strategy so far:

What has worked well:

Targeting support for emotional health and wellbeing including check in times for pupil premium children. Emotional support around anger and anxiety have been accessed by many of our pupil premium children, as has extra support during unstructured times of the day.

Meet and greet at the start of the day has ensured a settled start to the day and has also allowed adults to check in to see if the children have had breakfast and are learning ready.

Reading 1:1 on a daily basis has worked well for those children who have not been able to have support at home.

Planning in time for children to access online learning programmes at school has increased opportunities for extra support and reinforcement.

What hasn't work well

Due to lockdown in the second half of the year parental involvement has decreased and parents have not had the opportunity to attend workshops to support children at home.

Some pupil premium children did not access school when they were allowed to return in June due to parents' wishes

The overall aim of the strategy

Due to low numbers in each class it is difficult to make a percentage increase objective as in most classes one child classes at 50%

To ensure that pp children make progress in line with pupils who are not pp

To ensure that from starting points pupils stay on or accelerate on their projected levels



Assessment information

Due to coronavirus, all assessment data is teacher assessment

| EYFS | |
|----------------------------|--|
| | Pupils eligible for pupil premium (PP) |
| Literacy | 0 |
| Maths | 0 |
| Understanding the world | 0 |
| Expressive arts and design | 0 |

| END OF KS1 | |
|---|------------------------|
| | Pupils eligible for PP |
| % making expected or better than expected progress in reading | 66% |
| % making expected or better than expected progress in writing | 66% |
| % making expected or better than expected progress in maths | 66% |



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| YEAR 2 PHONICS SCREENING CHECK* | | |
|---------------------------------|----------------------------|------------------|
| Pupils eligible for PP | Pupils not eligible for PP | National average |
| 100% | 85% | |

* Year 1 pupils who missed the summer 2020 check because of coronavirus will take the check during the second half of the autumn term in year 2. Add in the results once you receive them at the end of the autumn term

| END OF KS2 | |
|---|------------------------|
| | Pupils eligible for PP |
| % making expected or better than expected progress in reading | 100% |
| % making expected or better than expected progress in writing | 100% |
| % making expected or better than expected progress in maths | 100% |

Barriers to learning

| BARRIERS TO FUTURE ATTAINMENT |
|--|
| Academic barriers: (issues addressed in school such as low levels of literacy/maths) |



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| A | Lack of independence and resilience, combined with difficulty in managing emotions and behavior |
| B | Two of the children in receipt of PPG are also SEND |
| C | Pupils knowledge and experience of the wider world |

ADDITIONAL BARRIERS

External barriers (issues which require action outside school such as home learning environment and low attendance)

| | |
|---|---|
| D | Access to extra curricular activities and educations trips including music lessons and sports |
| E | Access to technology in the event of lockdown or isolation periods |
| F | |

INTENDED OUTCOMES

| Specific outcomes | Success criteria |
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| A | To increase levels of independence and resilience including managing emotions in challenging situations | <p>To have a member of staff ELSA trained in order to provide specific emotional and wellbeing support for individuals.</p> <p>Children become more independent in their learning.</p> <p>Children begin to apply strategies to manage their emotions.</p> |
| B | To improve the emotional wellbeing so that with increased confidence and feelings of security | <p>To have a member of staff ELSA trained in order to provide specific emotional and wellbeing support for individuals.</p> <p>Pupil questionnaires show the pupils feel happy and safe at school.</p> |
| C | To improve the rates of progress in reading with greater levels of pupil engagement in reading | <p>Pupils eligible for PPG and who are SEND make as least as much progress as 'other' pupils in reading.</p> <p>Pupils demonstrate greater enjoyment and engagement in reading.</p> |
| D | To provide access to a range of experiences which increase their knowledge and understanding of the world | <p>Pupils have access to a wide range of texts.</p> <p>First News resources are utilised throughout school providing knowledge of current affairs and the wider world.</p> <p>Newsround is used throughout school to provide knowledge of current affairs and the wider world.</p> |



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Planned expenditure for current academic year

The headings below help you to demonstrate how you plan to use the pupil premium to improve classroom pedagogy, provide targeted support and support whole-school strategies

| ACADEMIC YEAR | | | | | |
|---|--|---|--|--------------|----------------------------|
| Quality of teaching for all | | | | | |
| Action | Intended outcome | What's the evidence and rationale for this choice? | How will you make sure it's implemented well? | Staff lead | When will you review this? |
| <p>Teacher's lessons cater for all abilities and provide challenge for all pupils. Activities are planned to encourage independent learning.</p> <p>Two of the children in receipt of PPG are also SEND</p> | <p>Attainment of all children is raised.</p> | <p>EEF Pupil premium guide Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium. While the Pupil Premium is provided as a different grant from core funding, this financial split shouldn't create an artificial separation from whole class teaching.</p> | <p>Staff meetings will develop an understanding of strategies to develop independence in learning</p> <p>Monitoring of lessons through learning walks</p> <p>Monitoring of independent learning and application in books</p> | <p>CP/AW</p> | <p>Termly</p> |



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| <p>Improve the teaching of writing to build stamina for writing in small clusters</p> <p>Jason wade writing clusters training for all teachers</p> <p>In class modelling and planning of sessions for teachers Y1 and above</p> | <p>Attainment of all pupils is raised</p> <p>Self-Esteem of pupil premium children is raised.</p> | <p>EEF Pupil premium guide</p> <p>Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium. While the Pupil Premium is provided as a different grant from core funding, this financial split shouldn't create an artificial separation from whole class teaching.</p> | <p>Monitoring of application in books</p> | <p>CP/LB</p> | <p>Throughout the year as the training is completed</p> |
| <p>Assessments are used which monitor reading engagement, understanding and reading ages.</p> <p>STAR reading assessments</p> | <p>Attainment of pupils in reading can be clearly tracked and small steps can be planned for and monitored closely</p> | <p>EEF Pupil premium guide</p> <p>Spending on improving teaching might include professional development, training and support for early career teachers and recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending.</p> | <p>Monitoring of all classes to assess the attainment in reading and the level of engagement in reading through the reading quizzes which are taken by the children</p> | <p>LB/CP</p> | <p>Termly</p> |
| <p>Total budgeted cost:</p> | | | | | <p>4000</p> |
| <p>Targeted support</p> | | | | | |
| <p>Action</p> | <p>Intended outcome</p> | <p>What's the evidence and rationale for this choice?</p> | <p>How will you make sure it's implemented well?</p> | <p>Staff lead</p> | <p>When will you review this?</p> |



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| <p>A member of school staff to receive ELSA training to provide specialist support for individuals.</p> | <p>Children receive bespoke work around their emotional health and wellbeing needs.</p> | <p>We have some children who are identified as needing additional support for their emotional needs. School wanted to have a trained member of staff to provide specific work for individuals.</p> <p>Particularly following lockdown, we have a number of families who have been asking for support for their children in a range of EHWPB needs.</p> | <p>Training will be provided through the EPS. This training involves follow up support.</p> | <p>AW/KS</p> | <p>September 2021</p> |
| <p>TA time to consolidate learning to address misconceptions.</p> <p>Phonics 1:1 sessions Reading 1:1 sessions Maths groups sessions – same day intervention</p> | <p>Children have dedicated 1-1 time to consolidate learning.</p> | <p>Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy</p> | <p>TA timetables planned Teachers planning to show where extra support has been needed</p> | <p>AW/CP</p> | <p>Termly</p> |



Pupil premium report strategy

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| Specific interventions for pupils with identified gaps in learning including AR/AW Beat dyslexia Snip literacy | Attainment of pupil premium children is raised. | Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy. | Analysis of timetables Monitoring of progress of children completing specific interventions Learning walks of interventions | AW/CP | Termly |
| Total budgeted cost: | | | | | £9000 |
| Other approaches | | | | | |
| Action | Intended outcome | What's the evidence and rationale for this choice? | How will you make sure it's implemented well? | Staff lead | When will you review this? |



Pupil premium report strategy

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| <p>Give children the opportunity to develop an awareness of the world around them</p> <p>Purchase first news papers</p> <p>Give the opportunity for ks2 children to access newsround and have discussion time</p> <p>Plan a clear PSHE curriculum which builds up child's knowledge and understanding</p> <p>Music lessons provided for PP children</p> | <p>Children Develop a more rounded background knowledge of the world and current issues that are happening in the world and the way in which we should be living our lives</p> <p>Behaviour incidents are reduced</p> | <p>Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. While many barriers may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category.</p> | <p>Pupil interviews</p> <p>Learning walks</p> <p>Monitoring of behaviour</p> <p>Planned PSHE curriculum to develop morals and social skills in the context of the communities which we live</p> | <p>CL/CP</p> | <p>Termly</p> |
| <p>Total budgeted cost:</p> | | | | | <p>£2840</p> |



Review of expenditure from previous academic year

| PREVIOUS ACADEMIC YEAR | | | | |
|--|--|---|---|---------|
| Total amount: | | | | |
| Quality of teaching for all | | | | |
| Action | Intended outcome | Impact | Evaluation | Cost |
| Lessons and activities planned to encourage independent learning Implement 'Healthy bodies, Healthy Minds'. Monitor lesson planning for independent learning and tasks being set SEAL intervention, dedicated TA time and social stories in place as necessary Specific nurture activities during lesson time and during unstructured times of the school day. Deployment of support staff, employment of extra staff and external coaching staff at lunchtime | A. To increase levels of independence and resilience To give the confidence to be independent thinkers so that their confidence develops with 'giving things a go'. Improved emotional wellbeing, leading to improved behaviour and learning attitudes | Case Study- 1 year 6 child who had previously struggled academically, socially and had a lack of independence in class. This child was supported daily in a small group to begin a tasks and then worked independently. If he had taken the SATs in 2020 he would have achieved expected across the subjects. This child continued to access support during the March lockdown as he was offered a place in school to support him. He flourished during this time in all areas. | The full evaluation cannot be made due to COVID. Support on a small group basis to build confidence showed a good impact and provided a consistent mentor. | £10,000 |



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| <p>Lesson Study Reading Strategies/interventions implemented: AR/AW, Beat Dyslexia, Precision teaching, Better Reading Scheme, Rapid Read Develop 1:1 reading support Booster support for individual needs Achievement for All principles adopted including: Termly meetings to be held with pupils and their families Conduct termly reading age tests Additional individual/guided reading sessions for PPG pupils Support from TA's on objectives identified from gaps analysis during pupil progress reviews Additional phonics support from Phonics coordinator</p> | <p>B. Higher rates of progress and attainment in reading and Maths Increased confidence and enjoyment leading to increased confidence, independence and resilience</p> | <p>Phonics support was planned for the Spring term when lockdown had commenced.</p> <p>Assessments could not be analysed due to the time closed from March 2020</p> <p>By March 2020 it was too early to assess the impact of your spending</p> | <p>AR/AW, Beat dyslexia, precision teaching and 1:1 reading on a regular basis proved to be effective strategies in accelerating progress</p> | |
| <p>Targeted support</p> | | | | |
| <p>Action</p> | <p>Intended outcome</p> | <p>Impact</p> | <p>Evaluation</p> | <p>Cost</p> |



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| <p>Mastery of subjects taught within specific areas, lead by subject coordinators Gaps identified in pupils knowledge and understanding Dedicated TA and class teacher time working with PPG H/A pupils Support from TA's on objectives identified from gaps analysis PPG given opportunities to work with higher ability pupils from other year groups Increase in working with families, through the school website, workshops and invitations to lessons Teaching staff/pupils and families made aware of apps for spellings, Maths and x tables</p> | <p>c. An increase in pupils working at greater depth across the curriculum</p> | <p>50% of the pupil premium children in Y6 would have achieved greater depth across all subjects had the lockdown not commenced.</p> | <p>Targeted support for those pupil premium children who show the ability to make accelerated progress and achieve greater depth worked effectively</p> | <p>£8480</p> |
| <p>Homework club to begin in school to target identified pupils Increased range of extra-curricular activities, chosen by pupils Through working towards Arts and Sports mark, pupils will have increased opportunities to perform within the Arts and Sports curriculum at a wider range of venues, to extend their life experiences and raise their aspirations Provide identified PP children with music tuition in school.</p> | <p>d. Increase in responsibility and uptake of extra-curricular activities Pupils develop secure and meaningful friendships within their peer groups and achieve age related expectations</p> | <p>From March until present all after school clubs have had to be placed on hold due to not being able to mix bubbles of children</p> <p>Music sessions were taken up by all those children who wanted them who were PP.</p> <p>Case Study- a child in year 2 started music lessons paid for by PP- this child has improved concentration in class and socially is managing well. These sessions have started again since September.</p> | <p>The actions had a positive effective on pupils well-being and therefore an ability to be learning ready</p> | |

Other approaches



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| Action | Intended outcome | Impact | Evaluation | Cost |
|---|--|--|--|------|
| Offer parent workshops on curriculum areas, eg, phonics, e-safety, fractions, SAT's | Increased parental involvement in learning | Increase in attendance of pupil premium children Increase in parental participation in homework | Workshops were not able to continue as planned through the year. Target specific parents to attend workshops this year. | 0 |