# Pupil premium Strategy Statement Sept 2020- March 2021

# School overview

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|  | 2019-2020 | 2020-2021 |
| Pupils on roll | 405 | 416 |
| Proportion of disadvantaged pupils eg Special Guardianship | 7 | 7 |
| Pupils eligible for Pupil Premium | 100 | 135 |
| Pupils eligible for Pupil Premium for which funding is received | 141 | 112 [this will increase – we have had a lot of new starters whereby the funding for 20/21 goes to their previous school or FSM/PP will be applied 21/22 due to when FSM entitlement was given] |

Disadvantaged pupil attainment for last academic year (Summer 2020)

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| Previous Attainment | Total % of pupils at expected level |
| EYFS GLD (Good Level of Development) | NA |
| Year 1 Phonics Check results | NA |
| Year 2 Phonics Check results | NA |
| End of KS1 results – Reading | NA |
| End of KS1 results – Writing | NA |
| End of KS1 results – Maths | NA |

Strategy aims for disadvantaged pupils 2020-21

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| Complicating Factors | |
| 1 | School is in the bottom 2% in the 2019 IMDI. Our families are complicated, and the appointment of a family support worker has been essential to support implementation of effective Early Help and to support families with attendance |
| 2 | A high proportion of PP children are persistently late or absent, resulting in significant missed learning time on top of missing school due to Covid. A complicating factor to add to this is the fact that a large proportion of these children live on complicated bus routes. |
| 3 | Results from entry in September indicated that Standardised Scores in reading have dipped across KS2 due to lockdown. |

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| Measure | Activity |
| Priority 1 | Ensure that high-quality interventions are implemented and that these are effectively monitored for impact. |
| Priority 2 | Ensure there is a robust strategy implemented to target persistent late and persistent absent children; working with children, families and external agencies where appropriate. |
| Priority 3 | Ensure that reading in a priority across school |
| Barriers to learning these  priorities address | Targeting specific needs of vulnerable children through small group intervention which primarily focuses on the social, emotional and mental health of children.    FamilySupport Workerto address specific reasons for lateness and absence by working with children, parents and external agencies(such as PWO) to provide as much support as possible to improve the lateness and attendance for specific children.  To work on the aim that children are attending school on time as much as possible, not missing key learning within their classroom and not missing specific interventions organised to target their individual needs. |

Teaching priorities for 2020-21

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| Aim | Target | Target date |
| Progress in Reading | Achieve at least national average progress scores in KS1 / KS2 Reading | July 2021 |
| Progress in Writing | Achieve at least national average progress scores in KS1 / KS2 Writing |
| Progress in Mathematics | Achieve at least national average progress scores in KS1 / KS2 Mathematics |
| Phonics | Achieve at least national average expected standard in Phonics Screening Check |
| EYFS GLD | Achieve at least national average meeting the Early Learning Goal |
| Other | Improve attendance and punctuality of disadvantaged pupils to LA average    Our school overall rate of absence 2018-  2019 5.1%. We want to try and reduce this to 4%. |

Targeted academic support for current academic year: Academic

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| Measure | Activity |
| Priority 1  Ensure that high-quality interventions are implemented and that these are effectively monitored for impact. | Ensure that high-quality interventions are implemented and that these are effectively monitored for impact.   * 1st Class at Number 1 and 2 within Year 3 & 4 * Phonics intervention in KS2 * Y6 SATs interventions * Precision teaching to meet IEP targets or identified gaps in learning   Sept – Dec  All interventions happened with new staff trained in 1st Class Number. Pupils maths ages increased on avg 3 months in the 1 months of deliver between Nov and Dec.  Phonics Intervention in Y3 was a success with \*\*\*\*\*\*\* moving from \*\* to \*\*\* in Read Write Inc  Precision Teaching was used to close gaps identified by staff in spelling and punctuation mainly. Pupils received 10 1:1 sessions.  Jan – March  Interventions didn’t happen due to Covid. |
| Priority 2  Ensure there is a robust strategy implemented to target persistent late and persistent absent children; working with children, families and external agencies where appropriate. | * Text or phone call from school on days that pupils are absent. * Family Worker and PWO involvement with key families. * Provide online learning for those families who are isolating or are shielding * Provide access to computing equipment for families who have a digital deficit * Teachers to monitor progress of children who are in PA and to adapt teaching as necessary to ensure that this barrier is minimised * Key interventions to start after start of day to ensure majority of late children are in school (typically by 9:15)   Sept – Dec  PWO worked with school to target pupils who were identified as being ontrack for PA. We have reduced this number between Sept and Dec from 11.4% to 7.3% - this figure excludes cases where pupils were required to self isolate.  Jan – March  PWO and school worked to identify pupils who were not engaging with remote learning and safeguarding visits were carried out. PWO worked with families to ensure they were receiving the food parcels etc that school were providing. Issues around internet access were shared and addressed through linking in with this service. |
| Priority 3  Ensure that reading remains a priority across school | Ensure that reading remains a priority across school   * Use of Phonics teaching in KS1 and 2 * Daily whole class guided reading from Y2 to Y6 * Monitor use of standardised scores from STAR reading * Benchmark Y5 & 6 pupils against local and national to identify underperforming groups * Daily class reading * Accelerated Reader within KS2 to monitor progress in reading   Sept – Dec  Baseline showed that NRSS data had dipped in Sept across Y2 to 6 to 97.8 for PP (compared with 98.8 in Sept 2019). Testing in December showed an increase to 99.1.  Whole class guided reading is making a large difference to the comprehension skills of all pupils  Teaching Assistants are listening to identified pupils twice a week with the class teacher listening once a week. Regular listening is ensuring that all pupils have a suitably challenging book.  Jan – March  Focus on teaching of reading in school and remotely remained a priority. On return to school, pupils have taken a STAR reading assessment and are in the process of completing this.  Teachers serialised a book over the period of lockdown and shared with all pupils on Teams. iPads and data made available for all PP pupils to access learning. |
| Barriers to learning these priorities address | Targeting children’s prime areas of learning: personal, social and emotional development, communication and language and physical development so that they can effectively access the learning environment alongside their peers.    Target the gap between PP children and their peers in Phonics |
| Cost | £104,700 |

Wider strategies for current academic year: Pastoral

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| Measure | Activity |
| Priority 1  Ensure that high-quality interventions are implemented and that these are effectively monitored for impact. | Support Family Support Worker and Learning Mentor with the following:   * Walk and talk therapy in KS2 for those under 11 * Theraplay / Lego therapy to continue * Extend work into KS1 with appointment of TA to work as part time Learning Mentor * Support families in accessing the food bank in school * Some families require a proper cereal breakfast with an adult to start their day with a positive smile   Sept – Dec  Amended walk and talk therapy implemented with PP / edge of care pupils across Nursery to Y6 on regular basis. Lego and Theraplay continue to develop communication skills. Work of Learning Mentor is extending into KS1  Effective use of therapy dog  FSW is now ensuring that key families are receiving priority access to food parcels every Friday. We now have an emergency supply of food in school to provide for families.  Food is provided for key pupils on school to ensure they have a full tummy. This is extended to providing clothing and uniform.  Jan – March  FSW has been doing weekly drop off of food parcels for vulnerable PP families. Sourcing additional food and emergency funding for gas / electric.  iPads delivered by FSW to families who didn’t come to pick them up.  Regular contact made with families who were reluctant to engage with remote learning. |
| Priority 2  Ensure there is a robust strategy implemented to target persistent late and persistent absent children; working with children, families and external agencies where appropriate. | Ensure there is a robust strategy implemented to target persistent late and persistent absent children; working with children, families and external agencies where appropriate.   * Work with PWO to identify families at risk of PA * Provide subsidised transport for pupils at risk of or who are in PA where home finance is * Provide wrap round care for families in PA where this will support attendance * Family Support Worker to link with vulnerable families * Meet and greet with family support worker to welcome identified families on entry to school   Sept – Dec  PWO has worked with families to ensure return to school in Sept following covid. There is a range of targeted measures in place to support families.  Attendance has remained high through to December.  Meet and Greet is in place for identified pupils which has turned attendance from approx. 32% to near 90%.  Jan – March  Protocol in place to ensure contact with families who were not in school supported by FSW and PWO. PWO carried out home visits where the families were not engaging with school phone calls / texts. |
| Priority 3  Ensure that reading remains a priority across school | * Use of BfC to provide positive role models for readers * BfC PHSE ‘Unstoppable’ unit for Y6 to encourage readers * Provide library access to pupils to allow them to choose a book * Listen to identified readers regularly to provide the necessary encouragement   Sept – Dec  Y6 Unstoppable event was a massive success, blending PSHE and Reading. Reading interest increased following the event and STAR data showed an increase in Standardised Score.  Library is heavily used following amended protocols for Covid.  Staff are identifying key pupils from SATR assessments, identified pupils are listened to three times a week.  Jan – March  Covid caused issues around this. |
| Barriers to learning these priorities address | Improving attendance and readiness to learn for the most disadvantaged pupils as well as providing the opportunity to take part in a club/activity that they may otherwise not be able to do    Targeting the needs of specific families, providing additional social and emotional support which is separate from that offered by the school staff    Targeting the ongoing issue with persistent absences and persistent lates by providing support to these families to improve their child’s personal attendance and punctuality records |
| Cost | £87,565 |

Monitoring and Implementation

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| Area | Challenge | Mitigating action |
| Teaching | Ensuring enough time is given over to  allow for staff professional  development | Use of INSET days, NQT time, twilight sessions and additional cover being provided by senior leaders |
| Targeted support | Ensuring enough time and support for English Lead to ensure staff are effectively implementing small groups in Phonics | English Lead to work closely with Teachers to upskill them in planning and preparing their phonics intervention so that it is specifically tailored for the children within that group. Teachers to take ownership of assessing and monitoring the phonics progress of these children and feeding this back to the English Lead who can, in turn, monitor the effectiveness of the intervention. |
| Wider strategies | Engaging the families facing most challenges | Building relationships with families and upskilling parents/carers on specific issues they face    Working closely with the Family Support Worker on parental social, emotional and mental health. |