

Pupil Premium Strategy Statement 2020-2021

| 1. Summary information | | | | | |
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| Academic Year | 2020-21 | Total PP budget | £64075 | Date of most recent PP Review | Sep 2020 |
| Total number of pupils | 225 | Number of pupils eligible for PP | 45 | Date for next internal review of this strategy | Sep 2021 |

| 2. Current attainment (based on Y6 outcomes 2019 due to the coronavirus pandemic which meant Y6 SAT's for 2020 were removed) | | |
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| <i>In 2019 there were 11 pupils in Y6 eligible for pupil premium. One pupil =9% 4 pupils had SEN (36%)</i> | <i>Pupils eligible for PP (school)</i> | <i>Pupils not eligible for PP (national average other)</i> |
| % achieving expected standard or above in reading, writing and maths | 73% | 71% |
| % achieving expected standard or above in reading | 91% | 78% |
| Progress in reading | 0.55 | % |
| % achieving expected standard or above in writing | 73% | 83% |
| Progress in writing | -0.55 | % |
| % achieving expected standard or above in maths | 82% | 84% |
| Progress in maths | 0.09 | % |

| 3. Barriers to future attainment (for pupils eligible for PP, including high ability) | |
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| In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>) | |
| A. | A number of pupils eligible for pupil premium across school also have complex SEN/D (6 pupils in 2020-2021). |
| B. | Five pupils in the current Y6 cohort are not on track to achieve age related expectations (ARE) in RWM. Three have SEN/D |
| C. | 19 pupils across the school who do not have SEN/D are not on track to achieve ARE in at least one core subject (i.e. RWM). 6 in Y1, 4 in Y2, 3 in Y3, 2 in Y4, & 4 in Y5. This was evidenced in the baseline assessment following the national lockdown in summer 2020. |

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| | Progress scores in writing for Y6 2019 were just below 0 (-0.55). | |
| D. | Some pupils eligible for pp are affected by social, emotional and mental health issues. Some need additional support post adoption/LAC. | |
| External barriers (<i>issues which also require action outside school, such as low attendance rates</i>) | | |
| E. | Attendance: pupils eligible for pupil premium have slightly lower attendance rates than other pupils at the school during the academic year 2019-2020 (gap of -0.2) | |
| F. | Some pupils eligible for pupil premium do not receive any support from home with their homework or remote learning. | |
| G. | Some pupils eligible for pupil premium cannot afford to pay for school trips, music tuition etc and do not experience a range of enrichment experiences outside of school. | |
| 4. Desired outcomes | | |
| | <i>Desired outcomes and how they will be measured</i> | <i>Success criteria</i> |
| A. | Pupils with SEN/D make predicted progress in R/W/M by end of year (EOY). All eligible pupils will have an individualised programme of support which will be monitored on the school's SEN/D provision map. | Individual targets for each pupil – see cohort specific SDP priority area 3. |
| B. | Three pupils in this cohort not at ARE with SEN/D will maintain their trajectory through receiving one to one tuition and additional targeted QFT . | Individual targets for each pupil – see cohort specific SDP priority area 3. |
| C. | The pupils across the school who are not at ARE and who do not have SEN/D will achieve age expectation by the end of KS2 or may be placed on the code of practice as they move across KS1 and into KS2. All will receive small group tuition and some one to one tuition . Reading progress 2021 will be above 0. | Individual targets for each pupil – see cohort specific SDP priority area 3. |
| D. | A reduction in anxiety for some pupils and a reduction in behaviour incidents for other pupils. One to one mentoring or therapeutic interventions will be provided to affected pupils including additional support at lunchtime to reduce impact in afternoon sessions. Individual pupils who are post-adoption/LAC will receive tailored provision . | Fewer reported lunchtime incidents. Improved outcomes for pupils needing therapeutic support. PEPs in place for post-adoption/LAC pupils. |
| E. | Attendance gap between pupils eligible for pupil premium and other pupils has closed by end of year. | Gap has closed. No disadvantaged pupils are PA. |
| F. | Eligible pupils attend weekly homework club /complete homework tasks with support from an adult. During periods of remote learning children will receive weekly calls from the school PSA, will be provided with technology where this is a barrier and will be provided with individualised learning packs. | Attendance register shows all sessions attended and pre-learning tasks completed, whilst communication logs detail remote learning support. |
| G. | Eligible pupils experience a wide range of enrichment activities . | Pupils experience residential holiday and school trips. Some pupils learn a musical instrument. |

| 5. Planned expenditure | | | | | |
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| Academic year | 2020-2021 | | | | |
| The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies. | | | | | |
| i. Quality of teaching for all | | | | | |
| Desired outcome | Chosen action / approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | Review of implementation |
| To improve the progress in reading for all groups of learners and embed a consistent approach to the teaching, learning and assessment of reading. (SDP Priority Area 1) | Embed the revised whole school approach to reading with a focus on guided reading sessions, interventions and resourcing. Programme of in-house CPD and some external. | EEF Mastery learning approaches. EEF Feedback findings EEF Collaborative learning findings. EEF one to one tuition shows moderate impact particularly if planned to complement day to day teaching and if a structured, time-limited programme is used. | The work has been planned and given priority in SDP 1 2020-2021 | WS | Termly report to governors on progress of the action plan Termly monitoring of interventions. |
| To improve the progress in maths and recall of basic facts for all groups of learners and embed Power Maths across school (SDP Priority Area 1) | Embed the revised whole school approach to maths with a focus on the use of Power maths to support teaching. Programme of in-house CPD and some external. | EEF Mastery learning approaches. EEF Feedback findings EEF Collaborative learning findings. EEF one to one tuition shows moderate impact particularly if planned to complement day to day teaching and if a structured, time-limited programme is used. | The work has been planned and given priority in SDP 1 2020-2021 | TA | Termly report to governors on progress of the action plan Termly monitoring of interventions. |
| Total budgeted cost | | | | £2825 (BEST membership) £2000 (resources/equipment) £3000 (TA interventions) TOTAL: £7825 | |
| ii. Targeted support | | | | | |

| Desired outcome | Chosen action/approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | Review of implementation |
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| <p>Ensure pupils with SEN/D meet expected progress targets in R/W/M.</p> <p>Ensure pupils with additional needs meet targets in learning plans.</p> | <p>Provide additional one to one teaching provision. (Autumn term 2020 up to Summer term 2021)</p> <p>Additional TA interventions for one to one support in literacy, maths, social communication skills and SEMH interventions. (15 hours weekly)</p> | <p>EEF one to one tuition shows moderate impact particularly if planned to complement day to day teaching, if delivered by a specialist teacher and if a structured, time-limited programme is used.</p> | <p>Provision will be mapped termly on a Provision Map. Pupil attainment and progress will be monitored termly at pupil progress meetings.</p> | <p>CC GE</p> | <p>Learning plans and pupil progress meetings termly with the HT and AHT. Termly report to governors.</p> |
| <p>Ensure targeted pupils achieve age expectation in R/W/M.</p> <p>Ensure targeted pupils achieve greater depth in R/W/M.</p> | <p>Additional weekly teaching and teaching assistant support for one to one and small group tuition; additional tuition for more able pupils.</p> | <p>See one to one tuition above. EEF mastery learning and meta-cognition and self-regulation approaches show high and moderate impact for low cost. These approaches will be used to enable more able pupils to achieve 'greater depth'</p> | <p>One to one session planning will be monitored and impact discussed at pupil progress meetings. Curriculum & Performance Committee to receive termly updates on pupil progress.</p> | <p>AR</p> | <p>Planning and impact monitored termly.</p> |
| <p>Build capacity to ensure therapeutic support for pupils with SEMH needs by all.</p> <p>Ensure support for families with issues that impact negatively on pupil engagement and parental support for learning.</p> | <p>Additional training in a range of therapeutic approaches for the PSA and SENCO to embed the new Pastoral and SEMH base.</p> <p>CPD opportunities to further equip staff to support pupils effectively</p> <p>Additional TA interventions for one to one support for pupils with SEMH issues. Additional family support e.g. signposting, housing and home</p> | <p>EEF Behaviour interventions – targeted interventions produce the greatest effects. Whole school CPD ensures consistency of approach. Some emotional and mental health issues re barriers to attainment and progress of some pupils. Greater engagement and involvement of parents in learning impacts positively</p> | <p>Monitor impact on individual pupils via pastoral provision map.</p> | <p>AR SC GE</p> | <p>Impact reported to HT during supervision.</p> |

| Total budgeted cost | | | | | £11455 (teacher tuition) £11437 (TA tuition) £18340 (HLTA SEMH intervention) £ 1000 (SEMH training events) £ 1000 Cost of family support TOTAL: £43232 |
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| iii. Other approaches | | | | | |
| Desired outcome | Chosen action/approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | Review of implementation |
| Reduction in lunchtime incidents recorded on CPOMS Improve lunchtime experience for all | Additional lunchtime supervisor appointed and changes to the lunch start/end times and routines implemented across school. Lunchtime offer further developed | See EEF outdoor learning benefits. Building positive pupil/MDS relationships | A planned programme of activity tailored to individual needs. Training for MDS team around new structures. SLT to monitor and support lunchtime provision | AR MDS Team | Regular monitoring of planned programme. Incident logs monitored to show reduction in incidents. |
| Close the attendance gap between those eligible for pp and other pupils. | Monitor the attendance of PP pupils and take actions through direct work with parents e.g. pre-referral meetings, home visits, reward systems/incentives. Employ school-based attendance officer. | Pre-referral meetings, first day phone calls and home visits have reduced absence rates in previous years. | Monitor attendance figures of all pupils each month. Discuss impact of incentives with targeted pupils. Analyse all attendance and absence figures at the end of each term according to different groups i.e. gender, SEN, PP. | CA | Monthly monitoring with HT. Governors to attend one meeting and report back to the Governing Body. |
| Increase number of children accessing homework tasks and parents are supported to support home/remote learning. | Provision of a homework club for targeted pupils/family groups. Provision of workshop/parent | Whilst homework as an approach has low impact, high quality feedback combined with small group tuition has moderate to high impact. Homework club also allows for pre-tutoring. This, combined with information sessions for parents will | Homework sessions will be observed and records kept. An overview of remote learning support will be recorded and documented for individuals and a survey of support undertaken with families affected. | HC LH OS SLT | AHT to monitor H/W sessions half termly Task team facilitators to sample homework tasks |

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| | session to explain approaches. Development of remote learning packs and monitoring of individuals/families to remove barriers. | encourage a focus on consolidation and practice. During remote learning, access to quality resources, technology and weekly check ins will boost engagement and ensure monitoring of learning. | | | each term and report to HT. |
| Eligible pupils have same opportunities for enrichment activities as other pupils. | Provide funding for pupils eligible for pupil premium to go on day trips, take part in enrichment activities at school including music tuition or theatre trips. | Some pupils have very limited enrichment opportunities. This allows for planned enrichment such as music tuition, trips etc. | Monitor involvement and plan specific trips e.g. theatre experiences. | AR CC/GE | Annual review of pupil involvement in trips, extra-curricular experiences etc. |
| Eligible pupils attend residential adventure holiday. | Provide funding for Y6 pupils to attend residential adventure holiday at Robinwood. | Planned programme of outdoor learning to build self-esteem and health. See EEF outdoor learning benefits. Allows for pp pupils to take part. | Senior leaders to accompany trip and liaise with Robinwood staff to ensure the objectives for the trip are met. | AR | Staff satisfaction survey following trip. Parent and pupil survey. |
| Total budgeted cost | | | | | £1258 (HLTA costs) £ 370 (admin support) £ 2000 (TA support) £6500 (MDS support) £1890 (7xRobinwood costs) £1000 towards trips/tuition TOTAL: £13018 Overall: £63101 |
| 6. Review of expenditure | | | | | |
| Previous Academic Year | | 2019-2020 (The Coronavirus pandemic impacted on provision due to school closure March-July 2020) | | | |
| i. Quality of teaching for all | | | | | |
| Desired outcome | Chosen action/approach | Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | Lessons learned (and whether you will continue with this approach) | Cost | |

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| <p>To improve the progress in reading for all groups of learners and embed a consistent approach to the teaching, learning and assessment of reading. (SDP 1 2019-2020)</p> | <p>Whole-school review of pedagogy with focus on reading approaches, interventions and resources. Programme of extensive CPD provided both in-house and from external providers.</p> | <p>Whole school review took place through Peer Review process which identified aspects of teaching reading that needed further development. Through consulting with staff and commissioning an external consultant the school approach to guided reading was modified and a revised the approach experimented with. Due to the impact of global pandemic the planned peer observations, feedback over the modifications and creation of the final approach was not completed. New resources and reading areas were developed across school for all pupils to access.</p> | <p>Whole school training was beneficial to all teaching staff to raise the profile of explicitly teaching reading skills. Class teachers identified individuals and regrouped children. Precision teaching for reading was enhanced and consistently applied to identified individuals. Impact of this was high and all children who participated made progress towards meeting specific objectives, but this was disrupted due to the pandemic. In 2020-2021 the final reading approach needs to be outlined and embedded across school to build on the successes made.</p> | <p>£3000 CPD and training £3000 TA 1-1 interventions £2700 resources and equipment Total £8700</p> |
| <p>ii. Targeted support</p> | | | | |
| <p>Desired outcome</p> | <p>Chosen action/approach</p> | <p>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p> | <p>Lessons learned (and whether you will continue with this approach)</p> | <p>Cost</p> |

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| <p>Ensure pupils with SEND meet expected progress targets in R/W/M. Ensure pupils with additional needs meet targets in learning plans.</p> | <p>Provide additional one to one teaching provision from interventions TA</p> <p>Additional TA interventions for one to one support in literacy, maths, social communication skills and SEMH interventions. (15 hours weekly)</p> | <p>The progress of pupils with SEND has been monitored termly by the SENCOs and in pupil progress meetings with the HT and AHT up until lockdown. Provision Map was used to track and monitor provision put into place for pupils with additional needs</p> | <p>Not all pupils with complex SEND can make similar progress to those pupils without additional needs i.e. a fixed number of steps. It is important to set progress targets for these pupils which reflect their starting point and their difficulties. These targets should still be challenging for those pupils</p> <p>Class teacher to create Learning Plans on Provision map. SENCOs offering feedback termly</p> <p>TAs contribute towards building pupils profiles by uploading interventions they are delivering</p> <p>Sept 2020 learning plans to be completed in July 2020 by existing teach and shared as part of transition process</p> | <p>£10,000 for SEN interventions TA.</p> <p>£4000 for additional TA support for SEN/D pupils.</p> |
| <p>Ensure therapeutic support for pupils with SEMH needs.</p> <p>Ensure support for families with issues that impact negatively on pupil engagement and parental support for learning.</p> | <p>Additional training in a range of therapeutic approaches for the PSA.</p> <p>Additional TA interventions for one to one support for pupils with SEMH issues.</p> <p>Additional family support e.g. signposting, housing and home learning (speakers, workshops, home learning packs)</p> | <p>PSA attended various training sessions and provides personalised support to pupils with SEMH needs. Introduction of Think Room following training.</p> <p>Further therapeutic approaches embedded effectively across the school including PEER massage</p> <p>Pastoral provision map updated.</p> <p>Additional TA interventions for one to one support for pupils with SEMH issues across the day – Lego therapy, sensory space further developed.</p> <p>Additional family support provided by PSA e.g. signposting, housing and home learning</p> | <p>Need to build capacity for the PSA to develop more therapeutic sessions to support pupils with SEMH</p> <p>Continue to develop weekly Peer massage across all year groups</p> <p>Introduce further therapeutic experiences including yoga across school</p> <p>Continue to promote building forest school experiences including those offered to our families</p> <p>Develop further provision for pupils with SEMH needs to access during lunchtimes and/or across the day</p> <p>Provide opportunities for existing staff to support and shadow new/or less experienced staff to deliver specific intervention</p> | <p>£18140 (HLTA SEMH intervention)</p> <p>£1000 (SEMH training events)</p> |

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| Ensure targeted pupils achieve age expectation in R/W/M. Ensure targeted pupils achieve greater depth in reading and maths. | Additional weekly teaching and teaching assistant support for one to one and small group tuition; additional tuition for more able pupils. | All national assessment points were removed and internal data only ran up until spring term. It is not possible to determine what attainment or progress children would have made without their full teaching and learning support for the academic year. | Group tuition and one to one support was carried out for all KS2 disadvantaged pupils across the autumn/spring term 2020. Precision teaching around spelling and maths also took place. Additional teaching support was put into Y6 during both the autumn and spring term 2020. | £8,000 for additional teacher and one to one tuition from an intervention TA. Total £41,140 |
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iii. Other approaches

| Desired outcome | Chosen action/approach | Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | Lessons learned (and whether you will continue with this approach) | Cost |
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| Create a pathway for pupils who are post LAC or adopted to ensure that their needs are met emotionally and academically. | PSA to construct a pathway for individual pupils following research into appropriate strategies and in consultation with parents. | Research was conducted by the school PSA around support for these pupils and 4 children did receive 1-1 sessions to support SEMH needs. A Formal pathway was not created. | Through the creation of the new therapeutic inclusion room, Post Lac/adopted children and their families were targeted for support and provision across the academic year, but this was impacted during the coronavirus and the qualification by the HLTA will need to be completed next academic year. A pathway for these children will be built across 2020-2021. | £2000 |

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| <p>Close the attendance gap between those eligible for pp and other pupils.</p> | <p>Monitor the attendance of PP pupils and take actions through direct work with parents e.g. pre-referral meetings, home visits, reward systems/incentives. Employ school-based attendance officer.</p> | <p>In 2019-2020 there is no full year attendance figure due to the pandemic. Two children eligible for pupil premium were persistent absentees up until the national lockdown.</p> <p>In 2018-2019, the attendance of pp pupils was 96.6% compared to 96.8% of all pupils in the school and 94.9% of all pupils nationally (2018). Only one child eligible for pupil premium was a persistent absentee.</p> | <p>We have continued to employ our own attendance officer to monitor attendance and take early action This has proved to be an effective strategy and the attendance gap has closed to -0.2 and is above the national average for pp children.</p> <p>This approach will remain in the strategy as we aim to maintain and improve attendance further.</p> | <p>£3000 cost of admin support</p> |
| <p>Targeted pupils complete homework tasks and parents are supported to support home learning.</p> | <p>Provision of a homework club for targeted pupils. Provision of a half termly workshop/parent session to explain approaches.</p> | <p>Some pupils eligible for pupil premium were targeted for homework club. This involved a one hour weekly session after school with an experienced TA. This meant that the pupils involved were able to experience some consolidation of their learning and some pupils received some pre-teaching ready for the next week. For some KS2 children this included maths homework</p> | <p>Liaison and preparation between class teacher and TA is essential to ensure that time is well spent and productive for the pupils</p> <p>The pupils really value this provision as they have access to a quiet space, adult support and materials to complete their tasks including internet access, develop ICT use and printing work and experiencing creative/craft tasks.</p> <p>Strategy is effectively being used therefore an increase in capacity to target more children, including family groups. Parent workshops were not developed and will need to be implemented next year.</p> | <p>£3000 cost of four TAs</p> |

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| Eligible pupils have same opportunities for enrichment activities as other pupils. | Provide funding for pupils eligible for pupil premium to go on day trips, take part in enrichment activities at school including music tuition or theatre trips. | All pupils eligible had day trips subsidised by pupil premium up until the school closed due to the Coronavirus pandemic. | It is unclear whether subsidising school trips is necessary for all pupils eligible. It did mean, however, that pupils eligible took part in all activities and no trips were cancelled due to lack of funds. Opportunities for other enrichment activities were not identified and signposted early enough – this needs to be identified earlier and planned for taking into account restrictions due to the pandemic (by end of aut 2020) | £500 towards trips and tuition fees |
| Eligible pupils attend residential adventure holiday. | Provide funding for Y6 pupils to attend residential adventure holiday at Robinwood. | A number of pupils were able to attend the adventure holiday as the costs were funded through pupil premium. Without this, they may not have been able to go. All pupils reported their enjoyment of the holiday and that they enjoyed new experiences which helped their confidence. | The adventure holiday can be the first experience some children have had of a holiday. They love the activities and the experience of staying away with their classmates. Some children really shine in the activities which are very different from their usual physical activities e.g. archery, climbing. | £2430 (9xRobinwood costs) Total £8500 |

7. Additional detail

In order to be more effective we will:

1. The Head Teacher and School Business Manager will meet termly to update the overall pupil premium numbers and funding. The governing body will receive a written report each term from the HT. The Curriculum & Performance committee will receive an update at each meeting. A governor will monitor the end of year website strategy report.
2. Measurable targets for pupils eligible for pupil premium will be set and agreed with class teachers through SDP 3. The progress of pupils eligible will be monitored termly by the HT and discussed at pupil progress meetings. The progress of pupils in each cohort will be available to governors in the HT's termly report.