

Pupil Premium Strategy Statement 2020-2021



Outcomes for 2019-2020

The percentage of disadvantaged pupils in the school in 2019/20 stands at 28% which is in line with the national average. Mobility has stabilised. The school received £156,620.20. There is no end of year data available due to Covid 19. Data from March 2020 has been used to analyse impact and identify areas for development in conjunction with baseline assessment completed in Autumn 1 2020.

Data for 2017-2019 (with some Covid update from Oct 2020 new baselines)

Progress and attainment for the disadvantaged by the time they leave school in Year 6 has been significantly above the national average for over 3 consecutive years in reading with performance in the top 10% of schools. Writing has been in the top 20% for 3 consecutive years, with a slight dip in 2019. Maths is in the top 10% of schools in 2019 (which is significantly above national) after the 3 previous years of being in the top 20%.

Outcomes by the end of KS1 show a dip in 2019 and 2018 from high levels in 2017. The gap with non-pupil premium widened significantly in writing in 2019. The year group has a significant number of high needs pupils (currently Year 4 in 2020-21). *In-year evidence from March 2020 showed that standards were on track to return to national levels in 2020.*

Phonic results show consistency over the last 3-years (2017-2019) with PP children who passed with no gap to all pupils and always at least 10% higher than PP nationally. The phonics screening check carried out in autumn 2020 showed a slight drop to previous years but in-line with previous national standards.

Outcomes by the end of Foundation Stage have been slightly above national for 2 out of 3 years. In 2019, attainment took a slight dip compared to national but progress from entry was excellent. The October 2020 Covid baseline show that attainment returned to above the 2019 national level.

Preventative Services Provision

One of the barriers to achievement in 2019-20 was a high number of persistent absentees. £27,391.20 was invested in an Attendance Officer and Family Support Worker. The former worked with 15 out of the 25 key families of PP children, aiming to reduce the number of persistent absentees. By March 2020, 6 of the 15 were no longer persistent absentees. Attendance overall for those who received the pupil premium was 92.58% from Autumn 2019-Spring 2020. 8% were persistent absentees during this period compared to 17.2% nationally in 2018. By the end of the autumn term in 2020, persistent absentees were 8% compared to the local schools range of 7% to 14%.

KINDNESS RESPECT RESPONSIBILITY ASPIRATION

There has been a more forensic approach in identifying trends and improvements in like-for-like terms by the new in-house attendance officer, prior to taking up post. The Family Support Worker spent 2.5 days a week helping support 10 families over the academic year with parenting issues (such as self-esteem and anxiety) resulting in better relationships in school and parents tracking improvements. Attendance at TAF meetings run by the school with PP parents with our Family Support Worker present is good.

Communication and Language Provision

As speech, language and communication difficulties were identified as a barrier in FS, specialist provision was funded at a cost of £12,475. A permanent room was allocated to staff to work intensely with 4 PP children on Bucket Time, Attention Autism, Time to Talk, Talk Boost, PORIC and personalised speech and language programmes. Post Talk Boost Score Summary indicates 2 of the 4 PP pupils now require universal good practice (having scored 13-15 in all areas) rather than targeted support and the remaining two PP pupils have one or two areas only requiring targeted support. Colourful Semantics training was provided for all staff.

Whole School Social, Emotional and Mental Health Provision

Pupils' social, emotional and mental health was a significant barrier to some children's success. In total, £116,265 was spent on releasing the Deputy Head, whole school attachment training, staffing for the Nurture Unit and support for pupils with high emotional and behavioural needs in terms of additional teaching assistants and lunchtime provision. Therapeutic Play Therapy took place with the Deputy Head for 3 PP children. Thrive was provided for 11 PP children through 1:1 sessions supporting their emotional well-being, many of whom have long term significant difficulties and others who have experienced trauma, such as bereavement. The Nurture Unit provided specialist morning teaching for 4 highly vulnerable PP children (in a small group / home setting) of essential social and emotional skills with the aim of reintegrating into class. Two pupils transitioned to mainstream class as a result. The school has low permanent exclusion data with permanent exclusions at 0.002% and fixed at 2.6% compared to the National average of permanent at 0.04% and fixed at 1.9% (Exclusion rate = number of exclusions/number on roll x 100).

Professional Development

High quality first teaching and a continuing approach to improving teaching and learning for all children through a continuing programme of training and professional development has been a key priority. Training has been delivered to all staff to share the strategy and ensure an ethos of high expectations and aspirations for disadvantaged pupils. Staff use a range of low cost, high impact strategies (identified in the common strategy) to target the progress and attainment of PP pupils, including identifying group and individual barriers. Pupil Premium Provision maps created for each class for Spring 2020 to describe additional support, provision, aspiration and enrichment opportunities for all PP ensuring aspiration for the most able as well as support for academic progression and achievement. The Accelerated Whirpooling strategy was introduced across KS1 and 2 with each class identifying at least one PP pupil to target per subject – closest child to ARE – to accelerate progress over each term, with TAs championing a child each term, in addition, with additional conferencing, support and target work. During monitoring of teaching and learning, this group of pupils always have a focus.

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KS1 Slow Movers Provision

Read, Write, Inc scheme was partly funded by PP to accelerate the slower progress of some PP pupils from FS to KS1 and is fully in place for KS1 and some KS2 pupils. 38% of the 50 PP children on the RWI scheme were achieving at the expected standard in March 2020 with a projection of 64% to be on track by the end of summer 2020 if the support had continued.

KS2 Slow Movers Provision

Provision of interventions and targeted support for Y3 PP writers who did not achieve ARE in Y2 (82% of the PP cohort) through revisiting Y2 objectives and Rapid Writing. 5 of the 14 Y3 PP pupils were given accelerated ARE targets in writing with 3 of those on track to reach ARE at the end of year. Additional tuition for Y6 PP in maths and reading at £2,525 culminated in 100% of the 6 PP pupils attending Y6 maths tuition reaching their target for ARE having made accelerated progress from Y5 WT (in March 2020) 70% of the 10 PP pupils receiving additional Y6 writing tuition were similarly on track to reach ARE with the same accelerated progress. Reading intervention was due to start in Spring 2.

Enrichment

Extra-curricular activities (residential and activities week for Y6) £2,908 contributed to an enriched curriculum for Pupil Premium children. The Magic Breakfast Scheme benefitted all pupils with bagels on the school gate and breakfast cereal.

In 2020-2021, funding of £155,687 is split into a targeted and common strategy to address identified barriers to progress as described below.

Progress will be measured against the percentage of pupils working at the expected standard for the different times of the year as well as data from the Leuven scales (to assess engagement with learning and well-being), attendance data, SDQ scoring and Boxall profiles of Nurture students. Other evidence will come from parent surveys, pupil interviews, and observations of lessons and scrutiny of work.

Targeted Strategy for 2020-2021						
	Barriers	Actions & Costs	Progress Evaluation December 2020	Progress Evaluation February 2021	Progress Evaluation April 2021	Progress Evaluation July 2021
FS	Communication and language, interaction and social skills	Specialist S&L intervention – bucket time - 2 days / week (£9,463) FS curriculum adapted to build in more time and activities to teach and develop pupils' social skills.				

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		<p>Additional staffing to enable focussed intervention and support for social play (funded from the <i>catch-up premium</i>)</p> <p>RWI phonic coaching starting in the spring term.</p> <p>Personalised home learning phonics pack.</p>				
KS1	<p>Communication and language, interaction and social skills</p> <p>Maths skills dropped in lockdown.</p>	<p>Move to continuous provision style of teaching and learning to improve engagement and quality of teaching</p> <p>New school structure starting in the spring term provides 1 day / week to develop teacher practice in KS1.</p> <p>Group intervention of Maths by a teacher (GP) starting spring term funded from catch up premium</p> <p>Online videos for parents and CPD for staff in phonics starting in the spring term.</p>				
KS2	<p>Pupils lack full engagement and resilience with their learning</p> <p>Some have a high level of additional needs that make engagement with</p>	<p>Improve planning to ensure it is better targeted at pupils' needs, and engage home more with this learning e.g. through 'Collectable' planning</p> <p>Enquiry-based learning from the spring term centred on either geography, history or science with conscious connections to writing</p>				

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	<p>learning more difficult</p> <p>Writing skills dropped in lockdown.</p>	<p>0.5 day / week from Nov specialist teacher work to improve teaching for the bottom 20% funded from catch up premium</p> <p>Parent writing workshops from spring</p> <p>1:1 writing tutoring for Y6 funded from catch up premium</p> <p>1:1 writing tutoring for Y4 (funded from the <i>catch-up premium</i>)</p> <p>1 day / week additional TA support for Y4 to support inclusion (£2,491)</p> <p>KS2 phonics catch-up programme – ‘RWI Fresh Start’ - from spring aiming at Y4 and above with all TAs delivering 1:1 intervention</p> <p>New school structure starting in the spring term provides 1 day / week to develop teacher practice in KS2.</p> <p>Fund participation in Y6 Activity Week and with music tuition (£1,742)</p> <p>CGP revision books for Y6 (£1,100)</p>				
Whole school	Attendance gap to others.	Employ a Family Support Worker 3 days / week (£16, 575)				

KINDNESS RESPECT RESPONSIBILITY ASPIRATION

	Emotional trauma and well-being of our most vulnerable pupils	<p>Allocate 1 day / week of administrator time to improving attendance (£4,854)</p> <p>Staffing for the pastoral support and Nurture Unit, including Thrive, Play Therapy and Lunch Club (£119,462)</p> <p>Each teaching assistant champions one PP in their class to raise their achievement and maintains a record / case study of actions and impact.</p> <p>TAs using RWI skills to include phonic teaching as and when across the day – this might be ad hoc or plan in an intervention – data to be tracked on the class context and addressed and reviewed half termly</p>				
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Common Strategy for 2020-21

- Ensure an ethos of aspiration and high expectations for all pupils
- All staff to be aware of these pupils
- From January 2021, Mrs Pike will be the school champion for pupil premium children and families
- Each teacher identifies their PP pupils for Writing, Reading and Maths who did not get ARE at the previous key stage and highlights what is being done for each of them *in class* to address their barriers. This is reviewed half termly.
- A new staffing structure to invest into continuous improvements to first quality teaching for all children:
 - i) 2.5 days of expert 'alongside teaching' of other teachers
 - ii) Phase Leaders to develop consistent practice and continuous improvements of teaching for teaching assistants through performance management and training
- Teaching assistants and teachers work closely as a team

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- Maintaining a high focus on literacy development, especially reading, in recognition of Hart and Risley's 1995 study into the number of words used in different families by the age of 4
- During monitoring of teaching and learning, this group of pupils always has a focus
- Ensure a continued whole school focus on vocabulary.
- All staff to be on board with the importance of closing the gap for disadvantaged pupils
- Teachers and TAs must know the PP in their class
- Teachers agree to mark/conference with PP children first
- Staff to consider the seating arrangements of PP children in the class
- We take every opportunity to engage parents in their child's learning

KINDNESS RESPECT RESPONSIBILITY ASPIRATION