



Pupil Premium Strategy Statement 2020-21

Summary Information:			
Total number of pupils	420	Total amount of Pupil Premium Funding:	£88,770
No of pupils eligible for PP	66 (15.7%)	No LAC/POST LAC	8

Current Attainment of Year 2 2020				
	Pupils eligible for PP in our school		Pupils not eligible for PP national.	
	ARE	GD	ARE	GD
% achieving the expected standard in reading, writing and maths	Outcomes are based on teacher assessment as a result of the cancellations of KS1 statutory assessment tests due to lockdown and Covid 19.			
% achieving the expected standard in reading				
% achieving the expected standard in writing				
% achieving the expected standard in maths				

Current Attainment of Year 6 2020				
	Pupils eligible for PP in our school		Pupils not eligible for PP national.	
	ARE	GD	ARE	GD
% achieving the expected standard in reading, writing and maths	Outcomes are based on teacher assessment as a result of the cancellations of KS2 statutory assessment tests due to lockdown and Covid 19.			
% achieving the expected standard in reading				
% achieving the expected standard in writing				
% achieving the expected standard in maths				

Barriers to future attainment of pupils eligible for Pupil Premium.

In school barriers:

A	A wide range of lost skills, knowledge and understanding in basic standards resulting from lockdown for extended time periods. Curriculum requires adaptation.
B	Poor language acquisition and limited vocabulary and sentence development - life experiences being limited, availability of social modelling, quality text and adult speak relating to everyday and reading.
C	Below typical expectations of entry into Reception, especially in communication skills, PSE and motor skills.
D	Poor reading comprehension skills, specially linked to inference and deduction. Evident in more able chn who are literal learners compared to peers.
E	Retrieval and application of skills and knowledge, including reasoning/problem solving skills specifically in maths.
F	Phonetical understanding and application in Early Years up to Y2.
G	A range of SEMH needs relating to attachment and anxiety around the pandemic.

External Barriers:

H	Budget and finance restrictions limit access to wider learning and enrichment.
I	Engagement and attendance of PPG pupils with school after prolonged school 'closures' for the majority due to Covid 19.

Expenditure and Impact for 2020-21

Quality of Education			
Desired Outcomes	Actions	Evidence to support	Evaluation
Focus: A	Ensuring that learning provision is high quality and meets pupil need		
Adapting the curriculum	<p>Magic moments picnic for chn and their parents.</p> <p>Precision teaching. Gap analysis and planning for this.</p> <p>Strategic focus on staff developing a clear understanding around how the curriculum can be developed from pupils being in lockdown to working back in school.</p> <p>Specifically devised training and clear outcomes.</p> <p>Clear focus on re-establishing basic skills across the school and how this can be established by building in routines and structures that support children feeling safe, secure and wanting to learn.</p>	<p>Effective transition opportunities to reorientate chn back into school.</p> <p>Assessment evidence demonstrates gaps in learning.</p> <p>DfE guidance on subject specific content for progress.</p> <p>EEF guidance on identify the issues, using strong evidence and selecting the most appropriate way to implement.</p> <p>Teacher assessment based on remote learning interactions and feedback from parents.</p> <p>Recognising the need for routines and structures, school rules and basic expectations of standards in</p>	<p>Transition enabled chn to recall and look back at what had been learned through revisiting prior learning experiences and the key learning points. Visual such as photographs and stories supported this.</p> <p>Back to basics 3 week curriculum enabled PP chn to revisit, practise and start embedding lost skills essential to learning. As a result of this their learning in their first theme of the year enabled them to demonstrate learning on paper to the presentation and setting out standards expected in school. They were able to focus on the learning content of lesson, not the secretarial elements. This meant learning was embedded.</p> <p>Pupil Progress Meetings highlighted the smooth and calm return of pupils to school. This enabled meaningful learning to take place.</p> <p>Pupil Progress Meeting evaluations demonstrated that staff had a very good understanding of where each pupil was and what they needed to do to meet their needs.</p> <p>Evaluation outcomes of the curriculum demonstrated that subject specific content for progress being a focus for all leaders has supported and</p>

	<p>Making learning concrete and stick.</p> <p>Strategies for learning that support long term memory development and re-remembering lost learning.</p> <p>Additional adult support and areas of the school to learn in.</p> <p>Meeting the needs of all pupils. Identifying where further differentiation and adaptation may be required.</p>	<p>books/relationships/with adults/with peers and reducing anxieties.</p>	<p>developed themes effectively across the whole school so that chn learn essential and fundamental content well.</p> <p>Themes through the year have been adapted however, we did have another 10 week lockdown in the Spring which was a barrier to ensuring a smooth year's learning and catch up.</p>
Cost:	£6,200.		

Focus: B	Language rich exposure, sentence stem development, quality modelling by adults and in texts.		
<p>Pupils are exposed to new vocabulary in the range of books they read and stories they hear.</p> <p>Pupils are exposed to new vocabulary that is generic and subject specific through the vocabulary progression they experience.</p> <p>Pupils use and breadth of vocabulary increases overtime and is evident in oral and written form and through their fluent use of it.</p>	<p>Quality texts purchased to support each class with vocabulary development, a love of reading and the excitement and motivation to encourage chn back to reading every day in quality first teaching.</p> <p>Vocabulary progression focus throughout school is embedded.</p> <p>Expectations for the use of sentence stems is consistent across school and within key intervention and catch-up groups.</p> <p>Key training for all staff to support with a wide variety of strategies and implementation.</p> <p>Expert modelling of language through I do, We do, You do strategies which moves from the oral into written form.</p> <p>Engage S.A.L.T. with key chn who are disadvantaged that require specialist intervention.</p>	<p>Evidence demonstrates the importance of vocabulary development consistently from a range of sources.</p> <p>Ofsted research a range of studies highlights that there is a vocabulary gap between disadvantaged chn and their peers. It also is clear that is chn cannot read, they will not be able to access the curriculum and learn effectively. This could mean that they remain disadvantaged for life.</p> <p>Research suggests that 90% of vocabulary is encountered in reading, not everyday speech. It is particularly important with text comprehension. This is because chn books use less common vocabulary that is used in everyday speech. (Snow et al 1998/Stanovich 1993.)</p> <p>Cultural capital is developed by increasing the range and types of texts chn are exposed to.</p>	<p>The resultant outcome of exposure to language rich vocabulary, the use of sentence stems and quality modelling demonstrate that pupils have increased vocabulary use and understanding which has become part of their everyday language and has also been transferred into written form in their recording.</p> <p>They are able to retain and use in context, subject specific vocabulary and apply this to a variety of situations.</p> <p>There is a wider range of books purchased to support the curriculum and the evaluation of this shows that chn read regularly and are eager to read, their love of reading has been enhanced and they talk freely about enjoying reading.</p> <p>Iris evidence demonstrates the impact of adult 'role play' modelling for chn and how this has improved the quality of the actual role play and vocabulary use within this, including the consistent and accurate contextual use of sentence stems and key words.</p>

	Role play areas are a focus for effectively developing vocabulary and communication skills related to QFT theme and texts that the children are engaged with. This experience enables them to 'act' out and put in a role play context the new vocabulary in an environment for experimentation and development.		
Cost	£9,667		

Desired Outcomes	Actions	Evidence to support	Evaluation
Focus: C	Development of EYFS communication skills, PSE and motor skills		
<p>Early Years expose pupils to a language rich environment to support their oracy skills.</p> <p>The is quality modelling of oracy skills from all adults with meaningful communication as part of daily conversations.</p> <p>Personal and social skills are a key focus for modelling and practise in daily learning enabling pupils to navigate social interaction well.</p> <p>Daily exposure to the progressive development of gross motor skills to fine motor skills in the longer term enable effective and productive learning experiences.</p>	<p>Specific EYFS staff training to ensure communication rich environments are a consistent feature of EYFS. That all staff model this through everyday conversations and support the children well to develop their individual communication skills.</p> <p>Phonics intervention is delivered by key staff to support the catch-up programme across EYFS. This closely evaluated and gaps addressed immediately.</p> <p>Daily exposure to a range of strategies that support the gross motor develop of pupils into fine motor development and ways that support their PSE so that they social integrate well and have skills at their fingertips to operate well in a social environment where sharing, collaboration and cooperation of fundamental to quality first teaching and learning.</p>	<p>EEF evidence supports the importance of developing high quality speaking and listening skills, including the acquisition of good vocabulary. Evidence shows strong impact +6 months.</p> <p>Systematic synthetic phonics is described by Ofsted as an effective way to teach early reading.</p> <p>EEF evidence demonstrates the impact of PSE, especial social and emotional development by 3+ months.</p> <p>EEF evidence supports that physical development can enhance learning by 3+ months.</p>	<p>Pupils structured routines enabled them to quickly settle into school life.</p> <p>Pupils vocabulary demonstrates that they can use age appropriate words, sentence stems and language in their everyday speech. This is also being transferred into written form with high frequency words.</p> <p>Children' gross to fine motor skills enable them to use a pencil well for recording and writing in an age-appropriate way.</p> <p>Children can transfer their phonetical knowledge into their reading and age appropriate writing.</p>
Cost	£3,700		

Desired Outcomes	Actions	Evidence to support	Evaluation
Focus: D	Reading comprehension skills, inference and deduction.		
<p>Pupils reading comprehension skills are improved.</p> <p>Pupils are identified as PP and require 1:1 daily reading support.</p> <p>Increased capacity in the reading team.</p> <p>Daily reading support is given to PP chn that require this.</p> <p>1:1 tuition support for PP chn to catch up in reading identified.</p>	<p>Updated staff CPD with strategies to improve explicit teaching of and modelling comprehension skills.</p> <p>Purchase key texts to enhance the reading spine, increase cultural capital and exposure to broadening learning experiences.</p> <p>Develop a catch up programme that identifies PP chn whose reading has declined in lockdown. These will be prioritised as either individual 1:1 or small group interventions to meet specific needs.</p> <p>Expand the reading team by employing two additional staff each afternoon.</p>	<p>EEF evidence is strong that intervention with reading comprehension can increase pupil ability by + 6 months.</p> <p>Collaborative learning approaches can increase learning by + 5 months.</p> <p>Ofsted research clearly states that if children are unable to read, that they will remain disadvantaged all their life. Without reading chn will not be able to access the curriculum and learn.</p>	<p>Pupils made on average an increase of 1.8 months improvement in their chronological reading age.</p> <p>69% of chn are reading at the expected book band level for their chronological age. This is an increase of 34% from previous analysis post last lockdown.</p> <p>100% of chn improved their reading age and comprehension age. With reading ages improving on average by 1.8 years. The gap has closed and the chn are now only 0.3 years behind their chronological age. Comprehension age improvement is 1.6years on average. Chn are now only 0.2 years behind their chronological age.</p>
Cost	£10,329		

Desired Outcomes	Actions	Evidence to support	Evaluation
Focus: E	Retrieval and application of skills and knowledge, including problem solving and reasoning in maths		
<p>Pupils draw on their prior knowledge and understanding in maths to make connections and build their skills and ability to interpret and answer reasoning questions.</p> <p>Staff lead booster sessions in Y6 for maths.</p> <p>Experienced senior leader supports Y5 with booster intervention sessions.</p> <p>1:1 tuition support for PP chn in maths identified.</p>	<p>Staff CPD on cognitive science and the importance of retrieving key information to strengthen long term memory is revisited.</p> <p>Staff apply their knowledge of cognitive science to the retrieval of maths skills and knowledge. This is embedded into daily quality first teaching practise.</p> <p>Gap analysis of PP chn guides 1:1 tuition.</p> <p>Bespoke booster sessions for key groups of chn across Y6 and Y5.</p>	<p>EEF recommends that professional development of staff should be used to improve the quality of knowledge in maths in pupils and improve effective pedagogy.</p> <p>Small group and 1:1 tuition is recognised as a strong and effective strategy for improving pupil attainment and outcomes.</p>	<p>Monitoring and evaluation in PPM's, of books and the quality of teaching and learning demonstrates that:</p> <p>PP chn are doing as well as their peers Retrieval practise supports the development and understanding of maths.</p> <p>The gap between arithmetic and reasoning/problem solving answers has been reduced from 22% to 6%. 80% of place value questions are answered correctly compared to 61% from the previous year.</p>
Cost	£17,644		

Desired Outcomes	Actions	Evidence to support	Evaluation
Focus: F	Phonetical understanding and application in EYFS up to Y2		
<p>Pupils are able to phonetically decode and read fluently. They apply their phonetical knowledge to reading and transfer this into written form at an age-appropriate level.</p> <p>PP chn are identify early in the screening process and their outcomes demonstrate that they do at least as well as their peers.</p>	<p>Phonics intervention is delivered by key staff to support the catch-up programme across EYFS and up to Y2. This is closely evaluated, and gaps addressed immediately.</p> <p>Skilled EYFSP to work with Y1 intervention groups 3 x per week.</p> <p>Phonics Lead QA's gap analysis and intervention programmes for precision.</p> <p>1:1 reading with skilled intervention specialist.</p>	<p>Systematic synthetic phonics is described by Ofsted as an effective way to teach early reading.</p> <p>CLL in EYFS is a fundamental part of early development and reading.</p>	<p>Internal screening of the phonics screening check demonstrated that in 2020-21 that 70% of pupils achieved this standard based on the 2019 test.</p> <p>This was significantly higher than the school had targeted outcomes at as a result of the intervention and precise teaching.</p> <p>Chn have precise gap analysis which will direct the timetable and planning for the next academic year- e.g. in Year 2 there will be a revision of the P 4/5 phonics to support all the chn that did not pass the phonics test.</p>
Cost	£9,760		

Desired Outcomes	Actions	Evidence to support	Evaluation
Focus: G	Pupil attachment and anxiety/SEMH needs are meet.		
<p>Pupils with identified social, emotional, mental health needs are effectively supported by school to enable them to access learning effectively.</p> <p>Families are supported by school where intervention is required beyond what school can offer. Sign posting and working with outside agencies is effective.</p> <p>Bespoke plans to reintegrate children who are suffering anxiety issues around leaving home post lockdown.</p>	<p>The Pastoral Lead is deployed to work in bespoke ways with identified chn and their families.</p> <p>A skilled counsellor is employed to support key chn with SEMH needs that required more specialist support.</p> <p>The DHT for Inclusion supports LAC pupils and families with needs beyond what school can offer to overcome learning barriers.</p> <p>Deploy PIW to support parents in completing forms for a variety of external agencies.</p>	<p>The teaching and learning Toolkit states that 'On average, social, emotional learning interventions have an identifiable and significant impact on the attitudes to learning, social relationships in school, and attainment itself.'</p> <p>EEF evidence states social emotional learning 'seeks to improve pupils decision making interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.' Its positive impact demonstrates on average a +4 months progress.</p> <p>'Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to</p>	<p>The deployment of resources has enabled pupils and their families to access key outside agency support such as Early Help and CAMHS. Counselling in school has dealt with bereavement, anxiety, family issues and a host of other aspects of anxieties and issues brought about in the main by Covid.</p> <p>Outcomes are varied and individual, but the key aspects of evaluation are that these chn have all remained in school and able to access their daily learning timetable, they are listened to and their needs made a priority and their families have been very appreciative of this support. We have also been able to prevent an exclusion as a result of this deployment of human resources.</p>

influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.

SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.'

Cost £23,890

Desired Outcomes	Actions	Evidence to support	Evaluation
Focus: H			
Finances and support for wider learning and enrichment opportunities.			
<p>PP pupils have a wide range of experiences and opportunities for learning both within the school and beyond.</p> <p>PP pupils attend school well, have access to school uniform and have families that engage positively with the school.</p> <p>PP chn are able to access the same learning experiences and opportunities as all other pupils.</p>	<p>There are increased opportunities for PP chn to access experiential learning by subsidising educational visits, residentials and other learning opportunities beyond the school.</p> <p>PP families are identified for additional support that the school maybe able to offer such as additional grant funding/opportunities.</p> <p>School uniform is provided for all PP chn up to a specific cost- within this, parents can select items of clothing that are best suited to provide clothing that they are not able to buy.</p> <p>Offered an additional opportunity to purchase a school fleece to ensure they are kept warm in the colder months of the year.</p>	<p>Although there is no research impact to support active learning, outdoors, we know from first hand experience that these experiences support pupils in a wide variety of ways: self-regulation, independence, self-efficacy, resilience, confidence and motivation. For disadvantaged pupils these experiences broaden their experiences and provide opportunities to potentially aspire beyond their former experiences. They are able to witness learning and its application, first hand in the real world.</p> <p>Wearing school uniform is cited in research as having a significant impact on behaviour, attitude and self-esteem in school. All of these things contribute towards pupils social and emotional well-being, their ability to have a sense of place and belonging and their attainment and progress overtime.</p>	<p>All PP chn take part in residential experiences. Evaluative evidence from individual pupil feedback, their reflections and feedback from parents indicates strongly that these are highly valuable experiences that aspire and inspire PP chn. They are memorable and support the shaping of wider long term interests and motivation to do well academically.</p> <p>Years 2-6 all took part in on site experiences this year due to Covid restrictions. This resulted in all PP chn being active in these experiences.</p> <p>All parents were very appreciative of these learning opportunities as the majority felt that this supported their child's mental wellbeing and enabled them to have quality opportunities beyond the classroom.</p> <p>PP chn attend school regularly and wear their uniform with pride. This supports their ability to achieve their academic potential.</p>

Engaging parents in school life, we know from experience has a very positive impact on working relationships between school and home, it benefits pupils and enables parents to have a more active role in their child's development.

Cost	£13,500
TOTAL	£94,690