



## Pupil premium strategy statement: 2020.21

1. Summary information						
<b>Year</b>	2020.21	<b>Total PP budget</b>	7/12 5/12	<b>£31,900</b> £18,608 £13,291	% of all 14% TBC	<b>Date of most recent PP Review</b> Sep. '20
<b>Total number of pupils</b> Jan. '20 CENSUS Jan '21 CENSUS	167 TBC	<b>Number of pupils eligible for PP</b>	23 09.20 23 01.21	TBC	<b>Date for next internal review of this strategy</b>	June '21
2. Current attainment						
<b>19.20 BIS Attainment</b>			<b>PP Pupil</b>		<b>ALL (BIS / national)</b>	
% achieving Yr1 phonics			No data for 19.20 due to Covid-19		No data for 19.20 due to Covid-19	
% achieving Yr2 phonics						
% attainment in KS1 reading						
% attainment in KS1 writing						
% attainment in KS1 maths						
% attendance						
3. Barriers to future attainment (for pupils eligible for PP, including high ability)						
In-school barriers (issues to be addressed in school)						
<b>A.</b>	Not had full access to the phonics curriculum last year					
<b>B.</b>	Due to Covid-19 absence from school emotional resilience / learning behaviours to be developed					
<b>C.</b>	Low language /vocabulary for EYFS / Yr1 pupils					
External barriers (issues which also require action outside school)						
<b>D.</b>	Family engagement with homework and home learning					

4. Planned expenditure		September 2020 - August 2021			
i. Quality first teaching for all (QFT)		or Targeted support – group (TS)		or One to One (1:1)	
Desired outcome	Action QFT / TS / 1:1	What is the evidence and rationale for this choice?	Criteria for impact (Impact)	Cost (% of total costs if not solely for PP)	Staff lead
A. Raise attainment and increase the rates of progress in phonics	<p><b>(QFT)</b></p> <ul style="list-style-type: none"> <li>Train staff to deliver our phonics / reading programme faithfully</li> <li>Provide phonetically decodable e - books for home readers</li> <li>½ termly coaching in reading &amp; phonics</li> </ul> <p><b>(TS)</b></p> <ul style="list-style-type: none"> <li>Recruit additional staff to support or implement intervention</li> <li>Deliver structured intervention sessions (&lt;30 minutes) 3-5x p/week</li> </ul> <p><b>(1:1)</b></p> <ul style="list-style-type: none"> <li>½ termly assessments to review learning</li> <li>Deliver structured intervention sessions (&lt;30 minutes) 3-5x p/week)</li> </ul>	<ul style="list-style-type: none"> <li><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/">educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/</a></li> <li><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/early-years-toolkit/early-literacy-approaches/">educationendowmentfoundation.org.uk/evidence-summaries/early-years-toolkit/early-literacy-approaches/</a></li> </ul>	<ul style="list-style-type: none"> <li>Staff faithfully implement high quality L&amp;S sessions &amp; intervention sessions <b>87% (6/7) of lessons are consistently G+ 1 receiving further coaching</b></li> <li>Rates of progress for disadvantaged pupils enable them to reach the challenging targets set for them by the end of the year <b>Yr1: 50% PP met the standard</b> <b>Yr2: 78% PP met the standard</b></li> <li>Disadvantaged pupils make at least good progress from their starting points as a result of highly effective teaching and intervention programmes <b>Yr1:20/21 95% made G+ progress</b> <b>Yr2: 8/9 89% made G+ progress</b></li> </ul>	<ul style="list-style-type: none"> <li>✓ £900 phonetically decodable e-books</li> <li>✓ £1500 English leads L&amp;M time</li> <li>✓ £7,316 15hrs p/wk additional adult</li> </ul>	English lead
				<b>£9,716</b>	
B. Further develop pupils resilience and confidence	<p><b>(QFT)</b></p> <ul style="list-style-type: none"> <li>JIGSAW PSHE/SRE programme introduced</li> <li>October CPD 2hr INSET for ALL staff</li> </ul> <p><b>(TS)</b></p> <ul style="list-style-type: none"> <li>Use R.E.S.T. programme to assess &amp; build pupils' resilience and improve engagement</li> </ul> <p><b>(1:1)</b></p> <ul style="list-style-type: none"> <li>Access Dimensions Tool / outside agency support where need is identified</li> <li>Early Help Pathway CPD for all teachers</li> <li>Access to an activity they enjoy &amp; help them to actually do this on a regular basis</li> <li>STS / Educational Psychology intervention</li> </ul>	<ul style="list-style-type: none"> <li><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/early-years-toolkit/social-and-emotional-learning-strategies/">educationendowmentfoundation.org.uk/evidence-summaries/early-years-toolkit/social-and-emotional-learning-strategies/</a></li> </ul>	<ul style="list-style-type: none"> <li>Targeted pupils are more resilient as evidenced by improved R.E.S.T (resilience) scores in identified areas <b>100%</b></li> <li>All targeted pupils can identify at least one strategy that they can use to help them with their emotional well-being <b>100%</b></li> <li>Almost all pupils are making good progress from their starting points, across the curriculum, as a result of their positive attitude to learning by July 2021</li> <li>Early Help Pathways result in improved outcomes for the pupils (see individual plans for appropriate success criteria) and all parents involved report that they are happy with the process &amp; outcomes <b>50%</b></li> </ul>	<ul style="list-style-type: none"> <li>✓ £117 % of PSHE/SRE SoW</li> <li>✓ £100 'R.E.S.T' package</li> <li>✓ £875 % of STS support</li> <li>✓ £390 % of Ed. P support</li> <li>✓ £1,500 SENCo L&amp;M time</li> </ul>	SLT
				<b>£2,892</b>	



<p style="writing-mode: vertical-rl; transform: rotate(180deg);">C. Further develop pupils listening comprehension and language</p>	<p><b>(QFT)</b></p> <ul style="list-style-type: none"> <li>Complete WELLCOMM / NELI screening of all EYFS pupils</li> <li>Planning time is used to pre-identify words that pupils, or groups of pupils, may not be familiar with and these are then explicitly introduced over the week.</li> <li>Timetable a daily 15-minute story time, a ten-minute rhyme and singing session every day</li> </ul> <p><b>(TS)</b></p> <ul style="list-style-type: none"> <li>Complete WELLCOMM / NELI screening of targeted Yr1 pupils</li> <li>Teaching of vocabulary is responsive to pupils' emerging needs through stories/ learning</li> </ul> <p><b>(1:1)</b></p> <ul style="list-style-type: none"> <li>Frequent, sustained 1:1 work to support language development (using WELLCOMM / NELI assessments to prioritize language)</li> </ul>	<ul style="list-style-type: none"> <li><a href="http://educationendowmentfoundation.org.uk/evidence-summaries/early-years-toolkit/early-literacy-approaches/">educationendowmentfoundation.org.uk/evidence-summaries/early-years-toolkit/early-literacy-approaches/</a></li> </ul>	<ul style="list-style-type: none"> <li>PP pupils make at least good progress from their WELLCOMM starting points <b>100%</b></li> <li>Pupils acquire a wide vocabulary and use it across the EYFS curriculum</li> <li>CLL (Sp) attainment for PP is broadly in line with non-PP by July 2021 <b>Spring 2: 92% ALL on track to meet ELG 71% PP v. 83% Non-PP</b></li> </ul>	<ul style="list-style-type: none"> <li>✓ Additional adult (section A)</li> <li>✓ £2,345 towards additional adult time for CLA pupil</li> <li>✓ supply costs if accepted onto EEF NELI programme (TBC – from contingency)</li> </ul> <p style="text-align: center;"><b>£2,345</b></p>	<p>EYFS lead</p> <p>English lead</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">D. Increase parental engagement with learning</p>	<p><b>(QFT)</b></p> <ul style="list-style-type: none"> <li>Attendance policy / expectations shared with families &amp; staff via newsletters / emails</li> <li>Quality homework targets pupil learning needs</li> <li>Website supports families to assist with home learning</li> </ul> <p><b>(TS)</b></p> <ul style="list-style-type: none"> <li>T raises parental awareness of attendance when &gt;96% &amp; identifies barriers / support</li> </ul> <p><b>(1:1)</b></p> <ul style="list-style-type: none"> <li>Access to Breakfast in BASC for those with punctuality issues</li> <li>Personal texts home / newsletter entry regarding learning / achievement / homework</li> <li>Where attendance is of concern, family meetings with HT/DHT/WAS service to address</li> <li>Termly structured conversations for up to 3 families per class (in lieu of consultations)</li> </ul>	<ul style="list-style-type: none"> <li>EYFS: <a href="http://educationendowmentfoundation.org.uk/evidence-summaries/early-years-toolkit/parental-engagement/">educationendowmentfoundation.org.uk/evidence-summaries/early-years-toolkit/parental-engagement/</a></li> <li>KS1: <a href="http://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/parental-engagement/">educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/parental-engagement/</a></li> <li><a href="http://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/texting-parents/">educationendowmentfoundation.org.uk/projects-and-evaluation/projects/texting-parents/</a></li> <li>Achievement for All</li> </ul>	<ul style="list-style-type: none"> <li>% of PP pupils completing homework is in line with non-PP <b>Yr1 87% PP v 85% ALL Yr2 73% PP v 86% non-PP</b></li> <li>Parental feedback is positive <b>100%</b></li> <li>Pupils meet targets identified <b>95% PP v 97% ALL</b></li> <li><b>95% of those targeted have improved their attendance since intervention</b></li> <li>There is positive parental engagement of targeted pupils with S/C <b>100% engagement</b></li> </ul>	<p>£1,383 over 5's Coolmilk (£889 + £494) 26p x 38wks</p> <ul style="list-style-type: none"> <li>✓ £170 educational visits /ors</li> <li>✓ £5,950 A4A (2<sup>nd</sup> year)</li> <li>✓ £67 % of Primary Site subscription</li> <li>• £1,781 breakfast club place x3 pupils</li> <li>✓ £150 % of 'WAS' subscription</li> <li>✓ Staff cover £4K for x1 consultation p/teacher per ½ term</li> </ul> <p style="text-align: center;"><b>£13,501</b></p>	<p>SLT</p>
20.21 (Sep.– Mar) + 20.21 (Apr –Aug.)		£18,608 + £13,291		<b>TOTAL FUNDING: £31,900</b>	
<b>TOTAL PLANNED EXPENDITURE 20.21</b>				<b>£28,454</b>	
For unexpected pupils / strategies required during the year		<b>CONTINGENCY 2020.21</b>		£3,446	



