



Pupil Premium Strategy Statement 2020 - 2021

School Overview

Metric	Data
Pupils in school	279
Proportion of disadvantaged pupils	20%
Pupil premium allocation this academic year	£81,00

Publish date	September 2020
Review date	July 2021
Statement authorised by	J. Whalley
Pupil premium lead	J. Whalley/S. Haskins

Disadvantaged pupil progress scores for last 3 academic years

Measure	Score		
	2018 (4)	2019 (7)	2020 (8)
Reading	-3.4	-0.4	+1.0
Writing	+0.5	-0.4	+2.7
Maths	+2.0	+0.6	+2.2

Disadvantaged pupil progress attainment for last 3 years

Measure	Score		
	2018 (4)	2019 (7)	2020 (8)
Meeting expected standard at KS2 (Reading)	25%	86%	75%
Achieving high standard at KS2 (Reading)	25%	29%	0%
Meeting expected standard at KS2 (Writing)	50%	86%	75%
Achieving high standard at KS2 (Writing)	25%	29%	0%
Meeting expected standard at KS2 (Maths)	75%	86%	75%
Achieving high standard at KS2 (Maths)	25%	43%	13%

Review: last year's aims and outcomes

Aim	Outcome
Progress in Reading at KS2	Scaled score for Reading attainment for FSM 6 was 102.3 (cf 109.4 for non FSM 6)) Scaled Score for Reading Progress was +1 (cf 1.5 for non FSM6)
Progress in Writing at KS2	Scaled score for Writing attainment for FSM 6 was 104.8 (cf 109.6 for non FSM 6)) Scaled Score for Writing Progress was +2.8 (cf 1.7 for non FSM6)
Progress in Mathematics at KS2	Scaled score for Maths attainment for FSM 6 was 104.4 (cf 109.4 for non FSM 6)) Scaled Score for Maths Progress was +2.3 (cf 1.7 for non FSM6)
Progress in Reading at KS1	Expected Standard for Reading attainment for FSM 6 was 75% (cf 89% for non FSM 6))
Progress in Writing at KS1	Expected Standard for Writing attainment for FSM 6 was 75% (cf 78% for non FSM 6))
Progress in Mathematics at KS1	Expected Standard for Maths attainment for FSM 6 was 50% (cf 89% for non FSM 6))

Desired Outcomes 2020/21

Aim	Target	Target date
Attainment & Progress in Reading (13)	65% of FSM 6 Y6 children achieve national average progress scores in KS2 Reading	July 2021
Attainment & Progress in Writing (13)	71% of FSM 6 Y6 children achieve national average progress scores in KS2 Writing	July 2021
Attainment & Progress in Mathematics (13)	76% of FSM 6 Y6 children achieve national average progress scores in KS2 Mathematics	July 2021
Attainment & Progress in Reading (4)	57% of FSM 6 Y2 children achieve national average progress scores in KS1 Reading	July 2021

Attainment & Progress in Writing (4)	48% of FSM 6 Y2 children achieve national average progress scores in KS1 Writing	July 2021
Attainment & Progress in Mathematics (4)	60% of FSM 6 Y2 children achieve national average progress scores in KS1 Mathematics	July 2021
Multiplication Check (Y4) (9)	75% of FSM Y4 children achieve national average expected standard in PSC	July 2021
Attainment in Y2 Phonics (4)	72%% of FSM Y2 children achieve national average expected standard in PSC	July 2021
Attainment in Y1 Phonics	75% of FSM Y1 children achieve national average expected standard in PSC	July 2021

Strategy Intent for disadvantaged children

Measure	Action	Projected Spend - £81,000
1. Targeted Support	The EEF Toolkit identifies that targeted interventions matched to specific pupils with particular needs or behaviour issues can be effective, especially for older pupils. This will be overseen by the SLT/MLT, ensuring children who require the support are identified and targeted fairly and transparently. Teaching Assistant will be up-skilled in particular areas to maximise the impact of their skill set and to ensure that there is consistency of approach and that intervention is high quality.	
2. Resources	To ensure that targeted children have access to good quality resources appropriate to their needs. This includes replacing and restocking reading books in EYFS & KS1.	
3. EHCP	The school has identified that there is a common link for some children between Pupil Premium and children requiring an EHCP. The school will identify the additional barriers for these children to ensure that learning is maximised for them.	
4. Early Intervention	Identify the barriers to learning in EYFS and KS1 and address these through early intervention programmes which include Wellcomm, ELKAN, NELI, Word Aware.	
5. Staff Training	Ensure all relevant staff (including new staff) have received training to deliver the quality first provision	
6. Tracking of progress	Ensure that the targeting and tracking of pupil through the new FFT system is effective and focused for tracking the progress of all children and specifically those identified as being eligible for Pupil Premium. Ensure that the tracking and targeting of pupil eligible for Pupil Premium and in receipt of an EHCP is focused and effective.	
7. Encouraging Parental Dynamic	Engage and assist parents in providing constructive support to encourage their children as appropriate.	
8. Supportive Environment	Ensure that there is a supportive school environment where parents/carers feel comfortable to share their challenges and a supportive counselling is either provided or facilitated.	

Barriers to address these learning priorities	• Ensure that all staff are fully skilled in the necessary strategies, have an full appreciation of FFT to support teaching and learning. • Parents are not being encouraged and/or able to fully support the learning of their children.
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Intent for current academic year

Measure	Implementation	Challenge	Mitigation Strategy
Priority 1	Establish small group interventions and class support for disadvantaged pupils falling behind age-related expectations	Support not being focused and resources not being used effectively or efficiently. Pupil absence	Identification on FFT and close monitoring and termly review.
Priority 2	Establish early intervention for disadvantaged pupils falling behind age-related expectations	Support not being focused and resources not being used effectively or efficiently. Pupil absence	Identification on FFT and close monitoring and termly review. Staff fully briefed and upskilled on interventions.
Priority 3	Ensure that all necessary resources to meet school interventions is readily available.	Limitations on funding	Resources prioritised and affordability confirmed
Priority 4	Promote learning for the youngest children in EYFS and KS1 who are not as ready to undertake independent learning through encouragement and support	Potential risk of staff absence through Covid 19. Individual children commanding an increased degree of additional teacher time. Pupil absence	2 x Additional teaching assistant employed to provide classroom support and giving additional classroom flexibility. Close monitoring of school attendance
Priority 5	Support pupil wellbeing	Pupil Premium pupils are more likely to have been adversely affected by the COVID-19 lockdown and school closure. They are less likely to have engaged	Additional support provided to target individual challenge and whole school approach agreed.

		with home learning or returned to school in June when eligible.	
Projected spending	£51,000		

Wider Intent for current academic year

Measure	Activity	Challenge	Mitigation Strategy
Priority 1	Provide a supportive environment to engage with parent by introducing a termly briefing session after school. Provide a termly awareness session for each Key Stage on supporting their children in key areas.	Parents not confident to engage in supporting pupil learning to best effect. Improving attendance and readiness to learn for the most disadvantaged pupils	Provide a positive and engaging environment where parents feel involved.
Priority 2	Support positive attitudes to learning by promoting a revised curriculum and engaging children in their learning.	Pupil Premium pupils are more likely to have been adversely affected by the COVID-19 lockdown and school closure. They are less likely to have engaged with home learning or returned to school in June when eligible.	Additional support provided in class for targeted children. School to adopt a whole school approach. School to buy in/access outside support as appropriate to meet the needs of specific children.
Priority 3	Implement new curriculum and provide an engaging and exciting environment that will engage all children. In particular, promote positive attitudes to learning in those children identified as Pupil Premium.	Many pupils including Pupil Premium pupils are likely to have been adversely affected by the COVID-19 lockdown and school closure.	Reduced class size across the school will enable improved teacher contact and offer greater opportunities to engage all children.

		They are less likely to have engaged with home learning or returned to school when eligible.	
Projected spending	£30,000		