

Pupil Premium

Strategy Review - Academic Year 2019 – 20

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and

Strategy Plan - Long Term Priorities 2021 – 23

(pages 7-11)

Pupil Premium Strategy Review - Academic Year 2019 - 20

REVIEW: SUMMARY INFORMATION for PUPIL PREMIUM COHORT academic year 2019 - 20 (as at Census date October 19) 18 Children in Total

Pupil Premium Lead	Caroline Ainsworth	Pupil Premium Governor	Alan Bridge	
CURRENT PUPIL INFORMATION 2020				
Total number of pupils	176	Pupil premium budget / child: LAC / Post Lac budget per child (2+)	£1345 £2345	£20175 £ 5726
Number of pupils eligible for pupil premium:	18	Total pupil premium budget:		£25891

PUPIL PREMIUM COHORT INFORMATION for academic year 2019 - 20 (as at Census date October 19) 18 Children in Total

CHARACTERISTICS	NUMBER IN GROUP	PERCENTAGE OF GROUP
Boys	11	61%
Girls	7	39%
SEN Support	6	33%
EHC Plan	1	5.5%
LAC / Post LAC	2 (+1 for part of the year)	11% (14%) Norman, I made the +1 % value up
EAL	0	0 %
SUMMER BIRTH	4	22%

REVIEW EYFS 2019-20 - post lockdown 1 (Eligible PP Children on roll July 20 included in data analysis above)

	Pupils eligible for PP	Pupils not eligible for PP		Data from previous 3 years		
		School	National average	2016 – 2017 (PP/Sch/N) (0 pupils)	2017 – 2018 (PP/Sch/N) (0 pupils)	2018 – 2019 (PP/Sch/N) (2 pupils)
	4* pupils	20 pupils				
Good level of development (GLD)	25%	65%	n/a	n/a	n/a	0/83/72
Reading	25%	70	n/a	n/a	n/a	0/83/77
Writing	25%	65	n/a	n/a	n/a	0/83/74
Number	25%	70	n/a	n/a	n/a	0/83/80
* Received PP for 5 EYFS children, but one left during the year						

REVIEW YEAR 1 PHONICS SCREENING CHECK 2019 - 20 - post lockdown 1 (Eligible PP Children on roll July 20 included in data analysis above)

Pupils eligible for PP	All pupils	National average	Data from previous 3 years		
			2016 – 2017 (PP/Sch/N) (1 pupil)	2017 – 2018 (PP/Sch/N) (0 pupils)	2018 – 2019 (PP/Sch/N) (0 pupils)
2	27				
50%	67%	n/a Covid	100/83/81	n/a	n/a

REVIEW END OF KS1 2019-20 - post lockdown 1 (Eligible PP Children on roll July 20 included in data analysis above)

	Pupils eligible for PP 2019/20	Pupils not eligible for PP 2019/20		Data from previous 3 years		
		School average	National average	2016 – 2017 (PP/Sch/N)	2017 – 2018 (PP/Sch/N)	2018 – 2019 (PP/Sch/N)
	0 pupils	18 pupils		(1 pupil)	(1 pupil)	(0 pupils)
% achieving expected standard of above in reading, writing and maths	n/a	n/a	n/a	0/70/64	100/75/65	n/a
% achieving expected standard or above in reading	n/a	n/a	n/a	100/78/76	100/79/75	n/a
% achieving expected standard or above in writing	n/a	n/a	n/a	100/78/68	100/75/70	n/a
% achieving expected standard or above in maths	n/a	n/a	n/a	0/70/75	100/88/76	n/a

REVIEW END OF KS2 2019-20 - post lockdown 1 (Eligible PP Children on roll July 20 included in data analysis above)

	Pupils eligible for PP	Pupils not eligible for PP		Data from previous 3 years		
		School average	National average	2016 – 2017 (PP/Sch/N)	2017 – 2018 (PP/Sch/N)	2018 – 2019 (PP/Sch/N)
	1 pupil	31 pupils		(3 pupils)	(0 pupils)	(0 pupils)
% achieving expected standard of above in reading, writing and maths	100%	78%	n/a	0/69/62	n/a	n/a
% achieving expected standard or above in reading	100%	88%	n/a	33/69/72	n/a	n/a
% achieving expected standard or above in writing	100%	81%	n/a	0/75/77	n/a	n/a
% achieving expected standard or above in maths	100%	88%	n/a	33/75/75	n/a	n/a

REVIEW OTHER DATA

Look at	Strengths	Weaknesses
Attendance data	2019 – 20 6% of PP pupils below 90%	25% of all attendance below 90% is from PP pupils.
Behaviour data	5% of all pupils have one or more behaviour incident records. Of those, 40% are PP pupils and 60% are non-PP	1 exclusion for 2019 – 20 were given to PP pupils (1 child)
Safeguarding referrals		0 - 2019 / 2020

AIMS AND OUTCOMES

2019 - 2020

Objectives	Outcomes	Evidence
Children to achieve in line with their non-pupil premium peers at the end of KS2	<p>Gap has closed with PP pupils achieving in line or better than all pupils nationally for reading, writing and maths at the end of KS2</p> <p>ELSA team ran individual and group sessions, focussing on self-esteem, self-regulation and emotional well-being for 45% of PP pupils. Of these 75% have made significant improvements bringing them in line with peers. The remaining 25% have improved but not in line with peers.</p>	<p>KS2 Data</p> <p>ELSA register</p>
EYFS PP to achieve phonics and reading progression in line with peers.	PP progressed well but fell back during Covid lockdown. Resulted in new target to ensure all PP families have access to a PC or i-pad and to monitor PP pupils' phonic progression in Year 2 going forward.	EYFS data
Attitudes to learning are improved through curriculum enrichment.	Attitude toward learning in school is good. Pupils understand that their learning behaviour is their responsibility. Only 7% of Pupil Premium children require ongoing support with learning behaviour (and these have identified SEN SEMH difficulties).	Behaviour data
Increased attendance rates for pupils eligible for the PPG.	This improved 2017 – 2019 but had a significant drop in 2019-20, therefore is an ongoing target: 2019 – 20 PP attendance is 90% whole school 95% 2018 – 19 PP attendance is 94% whole school 96% 2017 – 18 PP attendance is 94% whole school 96% 2016– 17 PP attendance is 93% whole school 96%	Attendance data
PP participate in all extra-curricular residential and educational visits.	The range of free after school clubs increased and school trips has widened, in particular with the PP focused Sports Residential. 46% have benefitted from the Sports Residential which was new this year. Unfortunately Clubs were stopped because of Covid. To continue to be a target.	Clubs list and PP attendance Trips list and PP attendance Residential list and PP attendance
Boost self-esteem, to reduce anxiety thus enhancing ability to access learning.	61% of PP attended ELSA self-esteem or emotional regulation interventions. Teachers fed back that for all but 1 child, this had positive impact in the classroom.	ELSA Pupil Premium Tracker Record

Pupil Premium Strategy Plan - Long Term Priorities 2021 - 23

SUMMARY INFORMATION for PUPIL PREMIUM COHORT academic year 2020 - 21 (as at Census date October 20) 23 Children in Total

Pupil Premium Lead	Caroline Ainsworth	Pupil Premium Governor	Alan Bridge
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CURRENT PUPIL INFORMATION 2020

Total number of pupils	174	Pupil premium budget / child: (20) LAC / Post Lac budget per child (3)	£1345 £2345	£26900 £ 7035
Number of pupils eligible for pupil premium:	23	Total pupil premium budget:		£33935

PUPIL PREMIUM COHORT INFORMATION for academic year 2020 - 21 (as at Census date October 20) 23 Children in Total

CHARACTERISTICS	NUMBER IN GROUP	PERCENTAGE OF GROUP
Boys	13	57%
Girls	10	43%
SEN Support	5	22%
EHC Plan	1	8%
LAC / Post LAC	3	13%
EAL	0	0 %
SUMMER BIRTH	3	13%

LONG TERM PRIORITIES (2 YEAR TIMESCALE)

1. To ensure quality first teaching so that all children make good progress or better, and the lowest 20% catch up.

Our results show that the gap is widest for our disadvantaged pupils in writing.

2. To target the lowest 20% of pupils, in reading, writing and maths, so that they make excellent progress.

Our data shows that, although the gap is closing, disadvantaged pupils and their families need further support to enable them to catch up.

3. To meet the wider needs of our children, by supporting promoting their emotional and physical wellbeing.

We know that mental health issues are prevalent among our Pupil Premium pupils and their families, which can impact on all aspects of school life, including progress, attainment, attendance and behaviour. Our attendance data shows that 28% of all late and 26% of all absenteeism in our school is from disadvantaged pupils (PP 14% and Non PP 86% of all pupils)

4. To introduce an individual 'Pupil Premium Support Passport'.

To further raise awareness of Pupil Premium children across the school, track interventions, outcomes and costings and use it as a tool to identify interventions which result in enhanced progression or not. This information to be used to replicate successful interventions, where appropriate, across the school. It will also aid analysis into why some Pupil Premium children have not made accelerated progress in order to make informed decisions regarding introducing a new support or intervention for the benefit of each child.

To ensure quality first teaching so that all children make good progress or better, and the bottom 20% catch up.

Objectives	Actions to be taken	Progress indicators	Success Criteria
<p>1. To use the Rosenshine Principles to ensure children remember more and make good progress or better.</p>	<ul style="list-style-type: none"> ➔ All staff to read Rosenshine Principles and carry out further individual research. ➔ Staff to agree a whole school approach and monitor impact. 	<p>Class data Observations</p>	<ul style="list-style-type: none"> ➔ Children make at least good progress. ➔ Lowest 20% begin to catch up.
<p>2. To use all assessment and data to identify gaps in learning and ensure children begin to catch up.</p>	<ul style="list-style-type: none"> ➔ SLT is responsible for termly monitoring of summative data and also KS2 scaled score assessments. ➔ Class teachers use data to inform their planning and identify any areas where intervention may be needed. Use RAG sheets to identify next steps. 	<p>Observations / books / discussion with pupils</p>	<ul style="list-style-type: none"> ➔ Children make at least good progress. ➔ Lowest 20% begin to catch up. ➔ Lessons meet needs of all learners.
<p>3. To make sure reading is a priority throughout the school, developing a passion for reading and using a range of strategies so that there is an urgency of catch up.</p>	<ul style="list-style-type: none"> ➔ All staff to attend Dyslexia Awareness training. ➔ To embed phonics learning in EYFS and KS1 to ensure every child a reader. ➔ English and SEN lead develop key whole school reading strategies and monitor the progress throughout. ➔ Teachers understand the urgency of catch up and use carefully planned and regularly reviewed strategies to make this happen. Targeted children have half termly action plans. ➔ To be creative, inspiring both children and families to develop a love for reading. Children vote for new library books each term to spark interest and ownership. Author visits / 2 way communication. ➔ To invest in a dyslexia friendly, high interest low skill reading scheme. 	<p>Reading data, observations of children Library data</p>	<ul style="list-style-type: none"> ➔ Children are self-motivated to read. ➔ Reading data shows increased progress and attainment.

To target the bottom 20% of pupils, in reading, writing and maths, so that they make excellent progress.

Objectives	Actions to be taken	Progress indicators	Success Criteria
1. Introduce Numicon to promote accelerated progress in maths.	<ul style="list-style-type: none"> ➔ All staff to complete either the 'Breaking Barriers' (R – Yr5) or 'Big Ideas' (Yr 5 -6) Numicon Intervention training. ➔ Carry out an audit of Numicon in school. Purchase shortfall of Numicon for interventions. Purchase training programme for TAs ➔ Identify children for the Numicon intervention programme. 	Entry and exit data	➔ Improvements on baseline figures for interventions.
2. To use a range of interventions to respond to individual needs.	<ul style="list-style-type: none"> ➔ Daily assessment for learning ensures gaps are identified early and appropriate interventions are put in place. ➔ All PP pupils to have half termly interventions to close Gaps or if already at 'Expected', support to help move pupils towards Greater Depth / 'Exceeding'. These to be recorded in the new 'Pupil Premium' Passport, showing outcomes and costs involved. 	Class data Pupil progress meetings PP Passport	➔ All children make at least good progress
3. To ensure all staff have excellent knowledge and skills required to enable all children to make at least good progress.	<ul style="list-style-type: none"> ➔ Staff training for those who require it in phonics, reading and Numicon. ➔ All staff to follow the new Colwall approach to supporting dyslexia and ASD, resulting in a more consistent response across the school. ➔ Additional CPD based on Staff SEN skills audit. 	Class data upil progress meetings Staff skills audit	➔ All children make at least good progress
4. To ensure PP families have access to a PC or I-pad.	<ul style="list-style-type: none"> ➔ Research revenue opportunities for i-pad purchase. ➔ Work with the community to collect used PC's and have them Refurbished and distributed to PP families. 	% of PP families who have received devices	➔ All PP families (and other vulnerable families) receive devices to support learning.

To promote emotional and physical well being

Objectives	Actions to be taken	Progress indicators	Success Criteria
1. To continue to provide support through our ELSA support assistants.	<ul style="list-style-type: none"> ➔ Expand ELSA (Emotional Literacy Support Assistant) team – organise training for KS1 ELSA ➔ ELSA team available daily for informal meetings and support. ➔ ELSA team run individual and group sessions, focussing on self-esteem, self-regulation and emotional well-being. 	Pupil voice	➔ Improvements on baseline figures for interventions.
2. To provide additional well-being support where needed for individuals.	<ul style="list-style-type: none"> ➔ Refurbish the Sensory Room – to make it a sanctuary ➔ Access to the Sensory room and lunch time support as required. ➔ Support with gaining professional input such as the School Nurse, CBT counselling ➔ Organise training for new Forest School TA. TA to run therapeutic Forest School sessions. 	Pupil voice	➔ All children make at least good progress
3. To create an ethos of care so that all children have the support they need	<ul style="list-style-type: none"> ➔ School values, growth mindset work and positive behaviour ethos allows children to feel supported and safe. 	Pupil voice	➔ ELSA / teacher feedback on self-esteem of PP pupils over the year.
4. To support a love of physical activities.	<ul style="list-style-type: none"> ➔ To organise the PP Sports Residential 	Pupil voice	➔ Number attending

To introduce an individual 'Pupil Premium Support Passport'.

Objectives	Actions to be taken	Progress indicators	Success Criteria
1. To introduce new 'Pupil Premium Support Passport'.	<ul style="list-style-type: none"> ➔ Present rationale to teachers and new forms ➔ To support teachers with completing forms and using them to inform future interventions. 	Pupil Premium Support Passport	<ul style="list-style-type: none"> ➔ Completed Pupil Premium Passport completed accurately and fully.
2. To improve tracking of costs v benefits.	<ul style="list-style-type: none"> ➔ To ensure teachers record specific timings for each intervention and a named member of staff, allowing accurate costings to be produced. ➔ To produce a Pupil Premium tracker spreadsheet, to allow speedy half-termly tracking of costs. ➔ To review 'Pupil Premium Support Passport' as part of the termly Pupil Progress meetings, to identify why /why not a pupil has made accelerated progress. 	Pupil Premium Support Passport Pupil Premium tracker spreadsheet Pupil Progress meeting notes	<ul style="list-style-type: none"> ➔ Pupil Premium Passport completed accurately and fully. ➔ PP Tracker Spreadsheet ➔ Pupil Progress Data Sheets
3. To further improve outcomes for Pupil Premium children	<ul style="list-style-type: none"> ➔ To cross reference termly data with Pupil Premium Passports, to identify interventions which are resulting in accelerated progress and, where possible, replicate across the school. ➔ Where pupils are not making accelerated progress to investigate whether all sessions were completed (check absences) or other extenuating circumstances which may have impacted on outcomes. ➔ If all intervention sessions were completed, to identify why the intervention failed (delivery or content) and select a suitable alternative or provide support with delivery. 	Termly attainment & progress document. Individual Pupil Premium Class records Noted on Pupil Premium Support Passport	<ul style="list-style-type: none"> ➔ PP Tracker Spreadsheet ➔ Pupil Progress Data Sheets