

# Pupil Premium & Coronavirus Catch-Up Strategy 2020 – 2021

'Working together to achieve success'



Closing the attainment gap between disadvantaged children and their peers is our greatest challenge. The gap is entrenched and complex, and most lie beyond our school. However, it is clear that schools can make a difference and across England, the gap has closed since the introduction of the Pupil Premium. Great teaching and careful planning can make a huge impact on the outcomes of disadvantaged children.

<b>Total number of pupils:</b> 210	<b>Number of pupils eligible for PP inc. Ever6:</b> 76	<b>Total PP budget:</b> £103,150	<b>Date of most recent PP Review:</b> September 2020	<b>Date for next internal review of this strategy:</b> January 2021
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Barriers to future attainment	Desired outcomes
<b>A.</b> 20 disadvantaged pupils are also on the SEND register (3 EHCPs) showing they have multiple barriers to their learning	<ul style="list-style-type: none"> <li>The 16 KS2 SEND pupils make at least expected progress from KS1</li> <li>The 3 KS1 SEND pupils make at least expected progress from EYFS</li> </ul>
<b>B.</b> Social, emotional and behavioural well-being and family circumstances for some disadvantaged pupils negatively impacts on their attitude and ability to learn	<ul style="list-style-type: none"> <li>Serious incidents involving disadvantaged pupils are few ensuring they are accessing the curriculum</li> <li>Early help ensures needs are met within level 1 and 2 of continuum of need</li> </ul>
<b>C.</b> 7 disadvantaged pupils (2019/20) are classified as persistent absentees with 15 pupils with attendance below 96%	<ul style="list-style-type: none"> <li>Reduce the number of disadvantaged pupils classed as persistent absentees</li> <li>Increase the proportion of disadvantaged pupils with attendance above 96%</li> </ul>
<b>D.</b> Life experiences for some disadvantaged children are limited	<ul style="list-style-type: none"> <li>All disadvantaged pupils attend at least 1 after school club, educational visits and residential visits</li> </ul>
<b>E.</b> Poor reading skills negatively impacts on some disadvantaged children's ability to access the curriculum fully.	<ul style="list-style-type: none"> <li>Disadvantaged pupils make at least expected progress</li> <li>Improved levels of home reading</li> </ul>

## Planned expenditure

Our evidenced-informed approach to Pupil Premium spending has helped us to:

- Compare how similar challenges have been tackled in other schools
- Understand the strength of evidence behind alternative approaches
- Consider the likely cost-effectiveness of a range of approaches

We use the [EEF's tiered approach](#) which focuses on improving teaching, providing targeted academic support and wider strategies to remove non-academic barriers to success in school, including attendance, behaviour and social and emotional support. We have also used the '[Effective pupil premium reviews: A guide developed by the Teaching Schools Council](#)' document when writing our strategy.

**1. Teaching:** Consistent quality first teaching across the whole school. **£28,000**

Chosen action / approach	What is the evidence and rationale for this choice?	How will we measure the impact?	Staff lead	What was the impact?
<ul style="list-style-type: none"> <li>Additional KS2 teacher targeting pupils with complex needs (<b>£21,000</b>)</li> <li>Review of 'Quality First Teaching' supported by evidence informed CPD for teachers and support staff.</li> <li>Formative assessment focus supported by evidence informed CPD for teachers and support staff (<b>CPD £1,000</b>)</li> <li>Whole-class reading approach underpinned by clearly defined formative assessment practices (<b>Online platforms: AR, IDL and Lexia £5,000</b>)</li> <li>A broad and engaging curriculum that focuses on vocabulary acquisition</li> <li>Focus on feedback and assessment through remote learning platform (Seesaw) to increase parental engagement and participation levels (<b>Seesaw £1,000</b>)</li> </ul>	<p>The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for disadvantaged pupils – EEF guide to supporting school planning</p> <p>A key factor for attainment and progress for all pupils is effective teaching (especially significant for disadvantaged) – highlighted by the Sutton Trust's 2011 report</p> <p>Vocabulary size has a direct correlation to academic success – early primary years crucial for increasing breadth</p>	<p>Termly Pupil Progress meetings and Governor Standards &amp; Effectiveness Committee will monitor progress of disadvantaged and SEND pupils</p> <p>Subject leaders will focus on disadvantaged and SEND during monitoring activities</p>	<p>Headteacher with support from Inclusion Lead, English Lead, Maths Lead and Assessment Lead</p>	

**2. Targeted Academic Support:** High quality teaching is supported by, and inextricably bound to, targeted academic support. **£80,000**

Chosen action / approach	What is the evidence and rationale for this choice?	How will we measure the impact?	Staff lead	What was the impact?
<ul style="list-style-type: none"> <li>Specialist SEND advice to identify barriers to learning, establish targets and strategies to make effective progress (<b>£3,000</b>)</li> <li>Additional half day for SENDCo to support staff in identifying effective strategies to support learning (<b>£5,500</b>)</li> </ul>	<p>Evidence consistently shows the positive impact that targeted academic support can have – EEF guide to supporting school planning</p>	<p>Subject leaders will focus on disadvantaged and SEND during monitoring activities</p>	<p>SENDCo and Inclusion Lead</p>	
<ul style="list-style-type: none"> <li>Same-day in-class intervention/support by teacher or teaching assistant across the school (<b>£53,500</b>)</li> <li>Focused phonics intervention in Y2 Fast Track Phonics and LKS2 Bounce Back Phonics (<b>£1,000</b>)</li> <li>Additional Teaching Assistants to target 'off</li> </ul>	<p>Evidence consistently shows the positive impact that targeted academic support can have – EEF guide to supporting school planning</p>	<p>Termly Pupil Progress meetings and termly Governor Standards &amp; Effectiveness Committee will monitor the progress of disadvantaged and SEND pupils</p>	<p>Headteacher</p>	

<ul style="list-style-type: none"> <li>track' children in EYFS &amp; Y1 with phonics and early reading (<b>£16,000</b>)</li> <li>EYFS teacher delivering Talk Boost to identified children (<b>£1,000</b>)</li> </ul>				
<b>3. Wider Strategies:</b> Reducing non-academic barriers to success, including attendance, behaviour and social & emotional support. <b>£10,000</b>				
<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will we measure the impact?</b>	<b>Staff lead</b>	<b>What was the impact?</b>
<ul style="list-style-type: none"> <li>Focus on social and emotional literacy with whole school approaches: <ul style="list-style-type: none"> <li>Emotional thermometers used for children 'check-in' with support/follow-up from staff</li> <li>Weekly Mindfulness sessions</li> <li>Close partnership with Early Mental Health Practitioners (based in school one day a week)</li> <li>Regular whole-school CPD</li> <li>Mental health objectives planned for all year groups within 'Health &amp; Wellbeing' units</li> </ul> </li> </ul>	<p>Re-establishing the routines (attendance, behaviour, social and emotional etc) of the classroom, and of school, will likely prove beneficial for pupils – EEF guide to supporting school planning</p> <p>Behaviour impacts on learning – when social and emotional needs met, pupils can learn</p>	Termly monitoring of pupil voice, pupil attitude questionnaire and parents' feedback	SENDCo & Inclusion Leader	
<ul style="list-style-type: none"> <li>Increased participation in enrichment activities including residential visits and after school clubs (<b>£3,000</b>)</li> </ul>	Disadvantaged children not able to have the same experiences as non-disadvantaged pupils	Termly monitoring of participation levels for residential visits and after school clubs	PE Leader	
<ul style="list-style-type: none"> <li>Additional half day for Inclusion Leader to ensure early help needs are identified and met (<b>£7,000</b>)</li> </ul>	Early help ensures support can be provided reducing the need to escalate to social worker involvement	Termly monitoring of accessing support at different levels	Inclusion Leader	
<ul style="list-style-type: none"> <li>Close monitoring of attendance and timely intervention</li> </ul>	Attendance impacts on attainment and progress – pupils need to be in school to learn	Termly monitoring of disadvantaged pupils attendance	Headteacher	