St Nicholas CE VA Primary School - Pupil Premium Strategy Statement

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| **1. Summary Information** | | | | | |
| **School** | **St Nicholas CE VA Primary School** | | | | |
| **Academic Year** | **2020-21** | **Total PP budget** | **£19, 965** | **Date of most recent PP Review** | **January 2021** |
| **Total Number of Pupils** | **139** | **Number of pupils eligible for PP** | **26** | **Date for next internal review of this strategy** | **July 2021** |

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| **2. Current Attainment** |
| There were no national assessments in 2020  However, in the Year 2 Phonics screening in November 2020 90% of pupils passed the phonics check. |

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| **3. Barriers to future attainment (for pupils eligible for PP)** | |
| **In-school barriers** (issues to be addressed in school, such as poor oral language skills) | |
| A. | Some PP children have low prior attainment. |

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| B. | Some PP children have additional needs. 13 of our 26 children are also on the SEND register . |
| C. | Social and emotional problems affecting confidence and progress ;weaknesses in learning behaviours e.g. lack of independence, focus or resilience |
| **External barriers** (issues which also require action outside school, such as low attendance rates) | |
| D. | Absence |
| E. | School closure mean that 61% of PP children did not attend school for 6 months – significant amount of work needed to address gaps in learning, learning behaviors and readiness for school. |

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| **4. Desired outcomes (Desired outcomes and how they will be measured)** | | **Success criteria** |
| A. | Good progress | PP children, whatever their prior attainment, make at least expected progress, with some of those whose attainment is below age related expectations starting to catch up.  Children by the end of KS2 are at least in line with the National Expected Standard.  Higher Attaining Pupils achieving Greater Depth |
| B. | Any additional needs are supported effectively | Children with additional needs are supported through the school’s SEND practice with recognition and support for any additional factors that PP face. |
| C. | Improved learning behaviours, self-confidence and self-esteem | Improvement in the learning behaviours demonstrated by targeted PP children are evident – recognised by children and staff alike  Children feeling more confident to participate fully in school life and take risks with their learning. |
| D. | Increased attendance | Attendance issues diminished |
| E. | Pupils are identified and successfully return to school and after being out of school during Lockdown. | Gaps in learning identified.  Support and targeted work put in place to enable pupils to catch up |

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|  | **5. Planned expenditure** | | | | | |
| **Academic Year** | **2020 - 2021** | | | | | |
|  | The three headings below enable the school to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies | | | | | |
|  | **i. Quality of teaching for all** | | | | | |
| **Desired outcome** | **Chosen action/approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** | |
| A. Good progress | RWI high priority and focus across the school.  Ensure all pupils are meeting ARE (GLD) in English and Maths or making at least good progress by the end of the year. (Appraisal Target for all teachers)  Key Stage timetables changed to reflect the importance and priority of Reading, Writing, Maths & Vocabulary.  Implementation of Power Maths in Reception and Year 3 | Standards have risen as evidenced in mock phonics assessments/ screening.  Quality first teaching is proven to make significant impact on pupils’ progress.  Key Stage timetables show shorter focused sessions using good quality materials.  Continuing to implement a Maths Mastery scheme across the school. This has already been successfully implemented in Years 4, 5 & 6 | Lead by Phonics lead who is also experienced EYFS teacher. Overseen by HT  Ongoing monitoring programme.  Lesson Observations  Book Scrutiny  Learning Walks  Pupil Feedback  Data Reviews  Appraisal  Training /CPD  As above | LI, JW  JW & BB  JW | Half termly assessments/ screening  At key points identified in the school’s self-evaluation cycle.  As above | |
| C. Improved learning behaviours, self-confidence and self-esteem | Clear behaviour procedures and class charters  Individual support plans  Identify mentors / ELSA support  Continue to promote positive learning behaviours – resilience, focus etc | Pupil Progress reviews and SEND reviews have highlighted some children for whom learning behaviours are preventing progress e.g. children are easily distracted, lack focus or confidence ; emotional needs impacting | Ongoing monitoring of learning behaviours through our monitoring programme( See Above) | JW, SS | Ongoing through lessons  Weekly Staff Meeting Agenda item  Appraisal review meetings  Pupil Progress and SEND review meetings |
| E. Pupils are identified and successfully return to school and learning after being out of school during Lockdown. | Assessments used to identify those pupils who have fallen behind.  Assessments and teacher assessment identifies gaps in learning.  Pupil progress catch up plans put in place.  Purchase of key teaching and learning resources.  Pupils likely to be anxious about returning to school, identified and support put in place. | Varied engagement in home learning so pupils have differing starting points.  Specific learning resources such as White Rose Maths will improve teacher pedagogy and subject knowledge and can be used to support catch up.  Improved attendance will help contribute towards improved outcomes | Termly teacher assessments alongside termly summative assessments, will inform pupil catch plans which will then be adjusted accordingly. | JW, BB | In line with school self-evaluation cycle. |
| Total Budget Cost | | | | | £3378.29 |

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| **ii. Targeted support** | | | | | |
| **Desired outcome** | **Chosen action/approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| A. Good progress | A range of 1:1 and small group interventions directed at improving basic skills in reading, phonics, writing and maths as well as movement and coordination difficulties  Close collaboration with specialist TA/ regular reviews  Involving Parents – reading journals , SEND Reviews Termly to involve parents in target setting ; home-school projects ;homework provision | Targeted well planned support, delivered by trained staff and regularly evaluated boosts progress  Research (EEF) Found parental involvement had moderate impact for moderate cost . We believe home – school partnership is vital to ensuring children reach their potential; we recognize that those ‘hard to reach families ‘ need an holistic approach if we are to maximise the benefits for the child | Track ongoing progress of children  SALT reviews  Phonics screening  Class observations  Feedback from Parents  Liaising with Speech and Language therapist and other lead professionals | SS | Termly |
| B. Additional needs supported effectively | An experienced SENCO is available to support teachers, TAs , children and parents with any disability and special needs issues.  Extra – Curricular activities  Funding for holiday clubs  Working directly with parents (See Above) | Learning barriers faced by children highlighted through benchmark assessments and information from other lead professionals | Track ongoing progress of children  Termly SEND reviews | SS & JW | Termly |
| C. Improved self- confidence and self-esteem | Social skills sessions with small groups and where appropriate individuals( ELSA )  Mentors identified where appropriate (LAC)  Targeted CPD courses – attachment disorder  Extra – curricular activities financed (sport, dance, music etc) | Improve self-esteem and self-confidence, which is the key to ensuring engagement, aspiration and progress.  To promote resilience and enjoyment of learning | Feedback from Staff / Pupils / Parents  Observations  Monitoring of attainment / progress | JW, BB & SS | Termly |
| Total budget cost: | | | | | 13,749.61 |

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| **iii. Other approaches** | | | | | |
| **Desired outcome** | **Chosen action/approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| D. Attendance is at least good | Updates in newsletters  Monthly checks  Letters to parents / reminders  Involve County  Attendance Officer where appropriate | School attendance hovers around 96%, with some individual attendance issues.  We can’t improve attainment if children aren’t attending regularly | Monitor attendance regularly  Share process with all stakeholders – review regularly  Liaise with other key agencies | JW | Attendance is monitored monthly  Key children are monitored weekly |
| E. Pupils are identified and successfully return to school and learning after being out of school during Lockdown. | To ensure pupils are equipped for school including the correct uniform and resources where needed. | Developing the whole child and ensuring pupils feel a valued member of the school community helps promote self-esteem and confidence. | Discussions with parents and children to ascertain needs. | JW | On going |
| Total budget cost: | | | | | £507.70 |

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| * **Review of expenditure To be completed April 2021** | | | | |
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| * **Quality of teaching for all** | | | | |
| **Desired outcome** | **Chosen action / approach** | **Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | **Lessons learned**  (and whether you will continue with this approach) | **Cost** |
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| * **Targeted support** | | | | |
| **Desired outcome** | **Chosen action / approach** | **Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | **Lessons learned**  (and whether you will continue with this approach) | **Cost** |

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| * **Other approaches** | | | | |
| * **Desired outcome** | * **Chosen action / approach** | * **Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | * **Lessons learned** * (and whether you will continue with this approach) | * **Cost** |
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* **Additional detail**

In this section you can annex or refer to **additional** information which you have used to support the sections above.