



Pupil Premium Strategy

Due to the Covid pandemic, we have made the decision to have a 3 year plan for Pupil Premium which will focus predominantly on learning behaviours and reading development. Our reasons are as follows:

A child's mindset and ambition can have a significant impact, positively or negatively, on their motivation and learning in all areas.

The ability to read with confidence paves the way for success in all curriculum areas. Lack of confidence in reading makes most learning more challenging.

Reading frequently and widely will increase vocabulary and enhance writing skills.

Reading frequently and widely will help reduce the cultural capital gap with other pupils.

Strategies are also in place to support children's progress in mathematics and writing which are targeted through Catch-up funding and high quality teaching.

As a school with a relatively small proportion of children who qualify for additional support via Pupil Premium, we aim to provide individualised support both within school and as part of our wider strategies around the family. Our relationships with families are of the utmost importance.

School overview

	Data
Pupils in school	450
Proportion of disadvantaged pupils across the school	2019-2020: 10% 44 children 2020-2021: 9% 41 children
Pupil Premium allocation	2019-2020 £52,790 2020-2021 £58,834 2021-2022 to be confirmed
Academic year or years covered by statement	2019-2022
Statement authorised by	Cathy Moore
Pupil premium team	Cathy Moore, Robyn Mason-Holt, Karen Helliwell, Emma Bateman, Andy Stevenson
Governor lead	Stuart Payne

Y6 disadvantaged pupil progress scores for academic year 2018-2019

There were only 3 children in this Y6 cohort therefore the data is too small for statistical reporting.

Measure	Score
Reading	Not reported
Writing	Not reported
Maths	Not reported

Y6 disadvantaged pupil progress scores for academic year 2019-2020

There were no tests due to the Covid pandemic therefore no progress measures- these statements are based on end of KS2 teacher assessment from end of KS1 data. There were 11 children

Measure	Progress statement
Reading	18% made accelerated progress 82% made expected or above progress
Writing	9% made accelerated progress 91% made expected or above progress
Maths	27% made accelerated progress 82% made expected progress or above

Disadvantaged pupil performance overview for academic year 2019-2020 (Teacher assessment)

Meeting expected standard at KS2	
Subject	Percentage
Reading	(45%)
Writing	(36%)
Maths	(64%)

Barriers to future attainment

Internal and external barriers to learning	
A	A significantly higher percentage of pupil premium children require support with their learning behaviours compared to non-pupil premium children.
B	Many pupil premium children enter school with lower levels of vocabulary and read less frequently at home. They often have a lower baseline score in Foundation Stage for Speaking and Listening.
C	A significantly higher percentage of pupil premium children have SEND compared to non-pupil premium children.

D	Many pupil premium children have limited opportunities for cultural and social experiences to stimulate a love of learning.
E	A significantly higher percentage of pupil premium children require pastoral support compared to non-pupil premium children.

Strategy aims for disadvantaged pupils 2020-2022

Our strategy is divided into “in school” and “wider” strategies.

In School Strategies

1. Improve attitudes to learning and learning behaviours. Learning behaviours to be tracked and barriers to learning identified. This will inform the mentoring/support required.
2. Foster a love of reading and provide materials to increase reading frequency and stamina.
3. Use assessment data to identify specific skill gaps and focus support.
4. Professional development of staff and governors to understand the challenges for Pupil Premium children.
5. Professional development of staff to ensure best pedagogical approaches are practised and perfected.

Aim	Actions
Priority 1 Improve attitudes to learning and learning behaviours	<p>Boxall Profiles to be purchased and data used as a measure and to identify support, if required.</p> <p>Rising Stars survey to assess well-being and attitudes to learning to be purchased- data used to inform support, if required.</p> <p>Pupil discussions regarding learning at home- identify resources required eg portable floor table.</p> <p>Peer mentoring programme (when social restrictions cease).</p> <p>Adult:pupil mentoring programme.</p> <p>Lesson visits to focus on attitudes and learning of Pupil Premium children.</p> <p>Year group Pupil Progress Meetings to identify Pupil Premium children and any additional provision.</p> <p>Monitor termly ‘Attitude and learning behaviour’ grids completed termly.</p>
Priority 2 Foster a love of reading	<p>Create a pupil voice group for the library renovation.</p> <p>Visit to Peters Books to purchase books for library.</p> <p>Purchase books, newspaper, magazines, comics etc. to reflect interests.</p> <p>Provide ‘training’ for parents to support reading at home.</p> <p>Monitor the frequency of reading at home.</p> <p>Regular reading with adults in school.</p>

	Purchase IT Programmes to support reading. Newspaper/magazine/comics purchased to reflect interests.
Priority 3 Identify specific skill gaps in core subjects and put additional support in place	Reading Purchase and complete Quest assessments. Nessy reading licences to be provided and laptops provided if required. Reading support programmes to be monitored for progress.
	Writing Achievement Team targets set to focus on skill gaps
	Maths Question level analysis of White Rose Maths tests 3x year to identify gaps in knowledge and tailor support to meet individual needs. Maths group taught by Maths Lead for identified children. Maths retrieval work in KS2 for identified children. Pre-teach and post-teach for identified children.
Priority 4 Professional development of staff and governors	Training from Sally Perkins for staff and governors.
Priority 5 Professional development of staff	In-school training for staff on: <ul style="list-style-type: none"> • Expected learning behaviours and how to achieve them (including growth mindset ideas) • Retention of learning through retrieval practice • Assessment for learning • The teaching of reading
Projected spending 2019-2020 2020-2021 2021-2022	£17,000 £17,000 £ to be confirmed

Wider Strategies

1. Ensure readiness to learn.
2. Provide additional opportunities to enhance experiences and vocabulary.
3. Provide support for families and children.

Aim	Actions
Priority 1 Ensure readiness to learn.	Provide materials, resources, uniform to increase motivation and ability to learn at home and school.
Priority 2 Provide additional opportunities.	Provide opportunities for extra-curricular activities, interests and pupil voice opportunities.

Priority 3 Provide family support	School food bank Family Support Worker to work with families Funding for trips/residentials
Projected spending	
2019-2020	£35,000
2020-2021	£35,000
2021-2022	£ to be confirmed