Pupil premium strategy 2020-2021

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| 1. **Summary information** | | | | | |
| **School** | King Street Primary School | | | | |
| **Academic Year** | 2020/2021 | **Total PP budget** | £87,000 | **Date of most recent PP Review** |  |
| **Total number of pupils** | 204 | **Number of pupils eligible for PP** | 67 | **Date for next internal review of this strategy** | Jan 2021 |

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| 1. **Current attainment – Please note that due to school closures this data relates to 2019** | | |
|  | *Pupils eligible for PP (your school)* | *All pupils in school* |
| **% achieving in reading, writing and maths in 2019 (No SATs in 2020)** | 50% | 64% |
| **KS2 progress in reading in 2019** | -3.6 | -3.0 |
| **KS2 making progress in writing in 2019** | -1.8 | -0.2 |
| **KS2 making progress in maths in 2019** | -0.4 | -0.49 |

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| 1. **Barriers to future attainment (for pupils eligible for PP, including high ability)** | | | |
| **In-school barriers** *(issues to be addressed in school, such as poor oral language skills)* | | | |
| **1** | | Internal baseline data shows that due to the Covid situation, gaps in learning have significantly increased and the proportion of children no longer working at ARE has increased. There are gaps between disadvantaged and non-disadvantaged and PP SEND Non SEND - particularly in reading. Disadvantaged children and SEND children read less frequently and often access a narrow variety of texts with less complex language. Disadvantaged boys typically enter school below the level of girls. Internal data shows a correlation with many Disadvantaged children also children having SEND and other impacting environmental factors. Lock down has significantly affected a vast number of children based on their previous class assessments to current baselines. | |
| **2** | | Disadvantaged children typically enter school with skills and abilities below those of their peers. This is particularly the case for language and communication skills and whilst these children make good, and often outstanding progress, they do not always reach ARE and continue to use less complex language and vocabulary than their peers throughout school and are more likely to have difficulties with spelling. The current Covid situation has increased the language barrier with few PP children accessing regular modelled language and opportunities for discussion and quality interaction over the lockdown period. Children significantly lack the ability to initiate and maintain dialogue and many younger children have resorted to tapping adults for attention or using gesture. | |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | | | |
| **3** | | Disadvantaged pupils have a lower percentage of attendance in comparison to non-PP children. Those children who are disadvantaged and SEND have significantly lower attendance than non-disadvantaged children. Attendance anxiety has become more prevalent in the current situation both with children and their parents. | |
| **4** | | The current situation has significantly increased the amount of social, emotional and financial support our families need. This emotional need is significantly impacting on the child’s ability to do well at school. Many PP children have negative experiences of lockdown with some children lacking the ability to access online learning and lacked routines with identifiable expectations. Children have not returned to school with the same motivation they had. Children are now finding it hard to work independently, maintain attention for longer periods, work for sustained periods of time and to self-regulate themselves both emotional and behaviourally. | |
| 1. **Desired outcomes** | | | |
|  | *Desired outcomes and how they will be measured* | | *Success criteria* |
|  | By Year 6 and increasingly throughout school towards it, pupils entitled to pupil premium continue to meet or exceed other’s attainment at the expected standard in **reading,** writing and maths. This should reflect individual subjects, and the combined RWM percentage. Pupils entitled to Pupil premium gain skills across a broad and balanced curriculum. | | Improved and sustained progress rates throughout the school year from baseline starting points.  Children regularly engaging in reading and talking positively about texts. Children talking enthusiastically about their curriculum. Children retaining curriculum knowledge term on term. |
|  | To ensure that children entitled to Pupil Premium develop language and communication skills in line with ARE and develop spelling strategies to support their written work | | Children produce high quality pieces of written work. They can instigate and maintain dialogue for a sustained period of time and can express themselves articulately. Communication and language are embedded into the curriculum. |
|  | By Year 6 and increasingly throughout school towards it, children entitled to pupil premium reach the higher standards (Greater Depth) in **reading**, writing and maths showing rapid and sustained progress from current 2020 baseline assessments. | | Higher percentage of children showing high standards than at beginning of 2020 academic year. |
|  | Improved attendance of children entitled to pupil premium to that of other children in the school – ensuring gaps are diminished and overall attendance remains above national averages. | | Little or no gap between PP attendance and other children in the school. School attendance rates at 96% or above. |
|  | Barriers to home learning/blended learning are removed, through improving access to devices and children’s/parent’s understanding of using digital technology. | | Children know how to use a range of digital learning platforms to help them make progress in learning. Learning platforms can be used effectively from home during periods of self-isolation or lockdowns. |
|  | Improve children’s ability to independently focus on a task, cooperate effectively, motivation, attention and listening, resilience and ability to solve problems that arise (critical thinking) children understand the importance of metacognition. | | Increased autonomy in their own learning as observed in lessons, understanding of metacognition and the responsibility of being an active learner with a thirst for knowledge and readiness for learning. Aspirations for their future. Ability to engage in activities such as Philosophy – giving reasons/justifying their thinking. |
|  | Increased awareness of their own SEMH and to have strategies to cope in the current situation and in the future. An awareness of how the current situation may have affected others and the ability to work together to create positive outcomes for the wider community. | | Children actively engage in the curriculum and outdoor learning. Progress over time shows improvements in social skills, social and moral conscience, wellbeing and a transference of skills into all areas. Children acknowledge and engage in community activities such as making donations to food banks and engaging virtually with the elderly in the community. |

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| 1. **Planned expenditure** | | | | | |
| **Academic year** | **2020/2021** | | | | |
| The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies. | | | | | |
| 1. **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** | **Review of approach** |
| A, B, C | Ongoing CPD for all school staff in order to up skill teacher knowledge and skills.  SENDCO to work with and develop all staff across Autumn term to identify impact of Covid and support planning which addresses gaps in learning. | Training and staff development have been key to the improvements made in school and identifying barriers to learning. It will continue to be central to its development. Highly trained staff are more confident in their subject knowledge, have a deeper understanding of Pedagogy and are better able to evaluate learning and identify next steps across the whole Primary curriculum.  <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/mastery-learning/>  EEF research suggests a gain of 5 months when children are offered challenge within the curriculum  <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/collaborative-learning/>  EEF research suggests a gain of 5 months when pupils are able to work collaboratively | 1:1 sessions for staff with SENDCo  Regular network meetings to ensure good practice is shared.  Lesson observations  Book scrutiny and pupil discussions  Monitored through performance management. | SLT including SENDCo |  |
| A, D, F, G | Specialist SEMH provision and resources in all classes and the use of the outdoors to support SEMH development, self-regulation and wellbeing.  CPD for staff to develop understanding of mental health | Children begin school with low levels of social skills and independence (PSD) weekly EYFS outdoor sessions will help develop team work, independent thinking and social and emotional development. It is widely recognised that young children need social and emotional support to achieve. EEF recognises that children can make 4 months progress if offered SEMH support. The school aims to provide support and strategies throughout the curriculum to ensure that children develop resilience, a social and moral conscience and the ability to make independent, informed decisions about themselves and their lives. There is a focus upon mental health and well-being.  <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/>  EEF research suggests a gain of 4 months when pupils are offered social and emotional support.  <https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/outdoor-adventure-learning/>  <https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/social-and-emotional-learning/> | Staff will monitor through the school tracking systems that there is an improvement in PSD and also through observations. Discussions with pupils, feedback from staff and parents regarding children’s wellbeing and personal development | NL LW |  |
| A, B, F, G | Qualified teacher in nursery to ensure rapid progress from starting points. Teacher to enhance CLL across the setting, embedding into all 17 areas of learning.  Engage parents in supporting the development of CLL within the home. EYFS lead to support the implementation of Lauchpad to literacy across the school. | A well-qualified teacher can identify learning needs quickly and plan specific intervention and activities to ensure rapid progress.  <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/early-years-intervention/>  EEF research suggests a gain of 5 months when pupils are offered interventions in the EYFS.  <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/parental-engagement/>  EEF research suggests a gain of 3 months when pupils parents engage in their learning. | Termly progress meetings  Lesson observations  Pupil discussions  Work scrutiny  Tapestry shows parental engagement | LW |  |
| A,B, C, F, G | Educational psychologist and Speech and language therapist to work across all classes to identify individual need and support teachers with planning and resources to meet those needs. SALT to support oral language interventions in EYFS | <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/>  EEF research suggests a gain of 5 months when pupils are offered oral language intervention. | SENDCo meetings to monitor training and implementation o fstrategies  Classroom observations  Pupil discussions | SENDco |  |
|  | Purchases of a broad range of texts for children of all ages both paper copies and digital versions. Raised profile of reading in school through competitions, displays, and texts that are embedded into topic work. Reading comprehension to be taught as an explicit skill- VIPERS.  Improved spelling resources to motivate and engage pupils. | There is clear evidence to show that children who are confident readers by age 7 achieve better economic success than non-readers later in life. Children who read have a wider and more complex vocabulary and usually attain higher in writing. By having more non-fiction books read we aim to improve technical language and the ability decode and understand in context.  Purchasing more books with more challenging content should prevent children moving too quickly through books and finishing scheme  Broader access to a range of texts offers wider experiences to children who do not have wide early reading experiences.  Raising profile to show reading is fun and engaging  Offer a higher level of challenge through more complex texts.  A new range of early reading books to motivate and engage leaders (Reading Heros and Code X)  <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/>  EEF research suggests a gain of 6 months when pupils are taught reading comprehension strategies | Assessment of children’s reading and improved outcomes for KS1 and KS2  Increased number of children achieving High Score in reading.  Discussions with pupils about reading  Learning walks, observations of reading and discussions with parents. | English lead |  |
| **Total budgeted cost** | | | | | 65,500 |
| 1. **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** | **Review of approach** |
| A, B, C | Targeted support for personal development. Nurture group and therapy sessions for individuals and small groups to support anxiety and to improve skills such as listening and attention, co operation, conflict resolution, and friendship. Teach children strategies to manage/self regulate their behaviour. | Children begin school with low levels of social skills, independence (PSD) into nature days will help develop team work, independent thinking and social and emotional development. There is a focus upon mental health and well being.  <https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/outdoor-adventure-learning/> EEF research suggests a gain of 4 months when pupils are involved in outdoor adventurous activities.  <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/>  EEf research suggests a gain of 4 months when children are given emotional support<https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/behaviour-interventions/>  EEF research suggests a gain of 3 months when behavioural support is given to pupils. | Impact reviews of children’s personal development including case studies into more complex families.  Discussions with children and staff regarding support offered and how it is utilised. | SENDCo /PFW |  |
|  | Targeted adult support to provided additional academic intervention and catch up programmes across the school. | Targeted adult support to provided additional intervention and catch up programmes across the school.  <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/>  EEF research suggests a gain of 4 months when children are offered small group tuition |  | SENDCO |  |
| **Total budgeted cost** | | | | | 14,000 |
| 1. **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** |  |
| F, G | Embed a broad and creative curriculum which has high levels of enquiry, challenge and a focus upon progression of knowledge and transferable skills  Develop a mastery approach where feedback is immediate and effective in moving children forward.  Use the outdoors and nature as a tool for learning, incorporating Outdoor education into the curriculum to enhance the learning experience and offer high levels of collaborative learning. | <https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/mastery-learning>  EEF research suggests a gain of 5 months when children are offered challenge within the curriculum  <https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/outdoor-adventure-learning/>  EEF research suggests a gain of 4 months when pupils are involved in outdoor adventurous activities.  <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/arts-participation/>  EEF research suggests a gain of 2 months when pupils are involved in the arts  <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/feedback/>  EEF research suggests a gain of 8 months when pupils are given high quality feedback  https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/collaborative-learning/  EEF research suggests a gain of 5 months when pupils are able to work collaboratively | Outdoors education integral to the topic taught and embedded into the learning process.  Learning walks, staff training, book scrutiny, pupil interviews | DHT/HT |  |
| F,G | Embed meta cognition into the curriculum through ‘Gem learning’ and P4C sessions.  Introduce revised PHSCE, commando Joe’s scheme of work using the ‘happy School’ approach. | <https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/social-and-emotional-learning/>  EEf research suggests a gain of 4 months when children are given emotional support  <https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/meta-cognition-and-self-regulation/>  EEF research suggests a gain of 8 months when children understand and use meta cognition | Learning walks, staff training, book scrutiny, pupil interviews | NL/HT |  |
| D, E | Admin (attendance) officer to monitor and evaluate attendance to improve attendance rates for disadvantaged children. Identify children ‘at risk’ of low attendance. Staff to support pupils to modify behaviours. | Evidence shows that children who do not regularly attend school have lower progress and attainment rates than those who attend regularly. Government expectations are set at 96%  <https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/behaviour-interventions/>  EEF research suggests a gain of 3 months when behavioural support is given to pupils. | Robust monitoring and impact reviews  Term on Term attendance checks | NL  TD |  |
| B, C | PP to be given opportunity to access music services including specialist teaching of instruments | <https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/arts-participation/>  EEF research suggests a gain of 2 months when pupils are involved in the arts. | Music lead to monitor impact to PP children  Pupil discussions  Evidence in floor books | HT |  |
| All | Embed the role of Positive futures worker as a service to parents and families. | <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/parental-engagement/>  EEf research suggests a gain of 3 months when school and children have parental support. | SLT monitoring | HT |  |
| **Total budgeted cost** | | | | | 11,600 |
| **\*Entire Pupil Premium Spend** | | | | | £65,000+ £14,000+ £11,600 = £91,100.  Total available Pupil Premium is £87,000. There is an additional spend of £4100 from school budget. |

\*because some of the approaches and activities will benefit the wider school community, the school budget provides the additional funding to meet the spend outlined above.