



Pupil premium and Catch up funding Online statement 2020- 21

2020-21 School overview

Metric	Data
2020-21 Eligible Pupil Premium Pupils in school	42 pupils from 212 (Published NOR 270)
Proportion of disadvantaged pupils	20%
Pupil premium allocation this academic year	£53,455 (April 2020-March 21)
Published	Spring Term 2020-21
Review date	Autumn Term 2021-22
Statement authorised by	Mr A. Moses (Head teacher)
Pupil premium lead	Mrs J. Hughes (Inclusion Lead)
Governor lead	Mr A. Rourke (Chair of FGB)

Most recent published KS2 Disadvantaged pupil achievement data from 2018-19 academic year (Please see the school's assessment performance tables for information on 2018-19 EYFS and KS1)

Achievement Measure (9 pupils)	Score
KS2 PP Reading progress	+0.86
KS2 PP Writing progress	-0.82
KS2 PP Maths progress	+1.47
KS2 PP % Read, Write and Maths expected standard	44% (National 65%)
KS2 PP % Read, Write and Maths greater depth standard	11% (National 10%)

2020-21 Strategy overarching priorities for disadvantaged pupils

Priority		Projected spending	Spend Overview
Priority 1	Ensure all pupils receive a high quality curriculum that identifies and fills priority learning gaps so that the effects of the COVID pandemic and school closure does not inhibit progress and attainment	£8200	Leadership CPLD through ELP & National College membership SAFE Training networks NLE support plan to inform staff professional networks and staff training Additional maths and English teaching provision ICT Development to improve access to learning Development of curriculum planning and Schemes of work
Priority 2	Ensure all pupils eligible for PP who are off track receive targeted academic interventions to improve progress and attainment	£25,188	Additional High level teaching assistant and Unqualified teacher hours to lead targeted small group, and 1:1 interventions Delivery of EEF informed Writing interventions (feedback, personalised instruction, and 1:1 tuition) Staff use termly diagnostic assessment to inform all SMART interventions: <ul style="list-style-type: none"> ● Maths X tables intervention ● Reading interventions ● Writing interventions ● Phonics interventions ● Oracy interventions
Priority 3	Develop the PSHE curriculum, pastoral provision and specialist support to target behavioural and emotional development	£16,565	Thrive CPLD and licence ELSA support provision Behaviour support plans

			Targeted/small group emotional development interventions for children identified as vulnerable
Priority 4	Deliver effective family support to improve attendance and punctuality	HSLW included with Priority 1 expenditure Allocated £3000	DSL Safeguarding team admin time HSLW with allocated families Extended school day offer Additional Safeguarding training for Puffins staff Attendance admin support Hardship fund and admin to manage attendance, admissions, access to clubs, additional breakfast provision, uniform, liaise with teacher and parents
Total		£52593	

Tier 1: Teaching priorities for 2020-21 academic year

Improvement Priority	Target	Target date
Progress in English - Reading - Writing (Cross reference English action plan)	<ul style="list-style-type: none"> ● Deliver a well sequenced reading curriculum that effectively builds pupils fluency, comprehension and engagement in reading ● Deliver a consistent approach to writing to ensure good teaching in KS1 and KS2 improves pupil outcomes at ARE and GDS ● Embed improvements in the writing curriculum to ensure all pupils make good progress from their starting points Accurate teacher assessment in termly data analysis and barrier mapping ● Ensure all pupils make good progress from their Autumn term baseline 	July 2021
Progress in Mathematics (Cross reference Maths action plan)	<ul style="list-style-type: none"> ● Embed the White Rose maths curriculum to enable teachers to intervene effectively in lessons to improve pupil progress ● Develop consistent approach to calculation strategies as children move through the school ● Accurate teacher assessment in termly data gap analysis and barrier mapping 	July 2020

EYFS and Infant Phonics Attainment (Cross reference EYFS action plan)	<ul style="list-style-type: none"> ● Deliver effective teaching of early phonics and reading within the EYFS and infant curriculum ● Improve the opportunities to use phonics learning to inform writing and oracy, language development in the classroom ● Parent information sessions to share Tapestry app 	July 2020
Oracy and language development Objective linked to SAFE COVID catch up funding project	<ul style="list-style-type: none"> ● Ensure targeted vulnerable pupils benefit from good opportunities for oracy and language development 	July 2020

Tier 2: Targeted academic support for 2020-21 (Catch up funding)

Intervention Priority	Activity	Barriers to learning these priorities address	Target date
Writing	<ul style="list-style-type: none"> ● KS2 class English writing groups informed by accurate formative and summative writing assessments ● Targeted 'catch up' writing interventions ● KS2 Small group writing intervention (Write away together) ● KS2 1:1 Toe by Toe spelling interventions 	Low academic starting points of eligible children Gaps in phonetic knowledge and understanding Development of fine motor skills Engagement in writing	July 2020
Maths	<ul style="list-style-type: none"> ● Delivery of effective Maths Intervention in KS2 ensure good progress for all ● X tables interventions in Year 4 	Low academic starting points of eligible children Gaps in knowledge and understanding	June 2020
Reading and Phonics	<ul style="list-style-type: none"> ● KS1 1:1 and small group reading interventions ● KS2 targeted 1:1 reading and phonics sessions 	Low academic starting points of eligible children Gaps in knowledge and understanding	June 2020

	<ul style="list-style-type: none"> • 		
KS1 Phonics	<ul style="list-style-type: none"> • Year 1 and Year 2 LSA led Phonics intervention groups 	Low academic starting points of eligible children Gaps in Phonetic knowledge and understanding	June 2020

Wider strategies for current academic year

Strand	Activity	Barriers to learning these priorities address	Target date
Parental engagement	Additional HSLW parent support and individualised intervention to improve attendance and engagement in school	Poor engagement with school communication Lack of access to phone/ICT devices Families not currently in locality due to travelling Children school refusing Attendance issues	Termly
Emotional Development	Deliver effective Emotional literacy support and ELSA support and intervention	Low levels of emotional resilience Attachment issues	Ongoing
Behaviour and Attitudes	Deliver effective behaviour support through individualised behaviour plans and adjustments to the school day timetable	Identified children have self-regulation issues Multiple need including SEND	Ongoing
Behaviour and Attitudes	Support for vulnerable pupils with friendship issues	Small circle of friends Poor engagement with peers Regular friendship fallouts	Ongoing
Personal Development	Ensure equity of access to extra-curricular provision and extended school day	Targeted support for vulnerable families/children Engagement with school Hardship fund	Ongoing

2019-20 Monitoring and Implementation (Linked to the Schools Improvement Plan)

Tier	Challenge	Mitigating action
Tier 1 Teaching	Ensure all teachers deliver a high quality, engaging curriculum with high expectations so that PP pupils achieve	<ul style="list-style-type: none"> ● SDP in place 2020-21 ● SLT monitoring and ongoing performance management of staff ● Phase leaders oversee monitoring of T&L within phase ● Termly pupil data capture point ● External validation of T&L ● FGB visits ● Pupil feedback
Tier 2 Targeted support	Ensure high quality interventions are delivered	<ul style="list-style-type: none"> ● SDP in place 2020-21 ● Inclusion lead accountable for intervention and barrier mapping ● Monitoring of pupil ISP's ● Monitoring of impact of interventions (Reviewed as part of termly data capture points) ● LSA performance management ● Pupil feedback
Tier 3 Wider strategies	Ensure all pupils are well behaved and engaged in the school's curriculum offer	<ul style="list-style-type: none"> ● SDP in place 2020-21 ● Review of interventions delivered by ELSA, HSLW ● Monitoring of pupil ISP's ● Monitoring of behaviour and attendance

		<ul style="list-style-type: none"> ● Break and lunch time provision ● Attendance to extracurricular school clubs and extended school day activities ● Subject leader development plan ● Parent Feedback (hard and soft data) ● FGB visits
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Review: 2019-20 Strategy Review and outcomes

Tier 1: Teaching priorities

Target	Review to March 2020	COVID actions during Summer term
<p>Improve PP Progress in Reading and Phonics</p> <ul style="list-style-type: none"> ● Deliver a well sequenced reading curriculum that effectively builds pupils fluency, comprehension and engagement in reading ● Ensure 80 % of pupils reach the expected standard by the end of year 1. 	<p>English and infant team QA monitoring of reading and phonics teaching and learning identified areas to develop within infant year groups.</p> <p>This was effective in improving the screening and tracking Phonics across the whole phase from EYFS to Year 2.</p> <p>Early Reading delivery and organisation was reviewed with infant library books matched to phonic scheme. The restock of Infant library and infant reading scheme was completed.</p> <p>All year groups have systems in place to priorities the opportunities for PP pupils to access high quality Reading and discussion opportunities</p>	<p>Due to Covid no published data is available. However, in-school data at Feb 2020 data point showed that the percentage of pupils potentially reaching expected standard would be less than predictions.</p> <p>During Lockdown CPD was identified for NQTs. Support put in place to strengthen practice amongst newest members of the team. Due to COVID, extension to NQT year was facilitated for 2 staff.</p> <p>All PP pupils were provided with additional reading books linked to book bands during summer term lock down.</p> <p>Upper junior booster SATs sessions were in place by the Spring Term but were cut short by the Co-vid lockdown.</p>
<p>Target</p> <p>Improve PP Progress in Writing</p>	<p>Review to March 2020</p> <p>SLT learning walks and lesson observations. Reviewed school non negotiables in all classrooms. NQT classrooms were identified for</p>	<p>Access to X tables rock stars was shared to all throughout lockdown</p>

<ul style="list-style-type: none"> ● Ensure good teaching in KS1 and KS2 delivers good pupil outcomes at ARE and GDS ● Embed improvements in the writing curriculum to ensure all pupils make good progress from their starting points 	<p>further support for planning. Mentors supported planning and teaching to improve PP pupils learning in writing sessions.</p> <p>Focus on pupils developing key writing skills to improve standards at the end of KS1 and KS2</p> <p>Follow up NQT drop-ins and feedback proved that materials were in place in all classrooms and intervention areas and were being used more effectively. When questioned pupils were able to talk about writing learning objectives and what they needed to do to improve.</p>	
<p>Target</p>	<p>Review to March 2020</p>	
<p>Improve PP progress in Mathematics</p> <ul style="list-style-type: none"> ● Embed the Mastery curriculum to enable teachers to intervene effectively in lessons to improve pupil progress ● Ensure Year 4 children achieve expected standard in times tables screening 	<p>White rose CPD session completed in Autumn term. Staff training offered for TA's, HLTA's and Teachers.</p> <p>Maths lead did initial planning review of curriculum.</p> <p>Selected students in year 4 started to attend x table interventions each week.</p>	
<p>Target</p>	<p>Review to March 2020</p>	
<p>Improve PP EYFS Attainment</p> <ul style="list-style-type: none"> ● Ensure the EYFS curriculum enables all pupils to make 	<p>Quality materials provided to EYFS parents to support phonics and Early Reading at home – including home learning resources for PP families. Initial positive impact evident in phonics and Reading data.</p>	

good progress from their starting points	Year group introductory meetings, supported families to understand approach to phonics, reading and maths. New school diaries included some knowledge organiser sections which received a positive response from parents.	
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Tier 2: Targeted academic support 2019-20

Target	Review to March 2020	COVID actions during Summer term
Maths interventions <ul style="list-style-type: none"> ● Delivery of effective Maths Intervention in KS2 ensure good progress for all ● X tables interventions in Year 4 	<p>Teachers were empowered to use assessment data more to identify gaps in learning. This led to effective planned intervention, with clearer aims and reviews I place.</p> <p>PP pupils were prioritised within all available intervention opportunities.</p>	<p>Office team, linked class teacher, LSA and inclusion lead completed regular phone calls throughout lockdown.</p> <p>Regular phone calls were made to all children (including extra calls for our most vulnerable, SEND and vulnerable). On top of this, teachers posted regularly on school blogs (linked to Twitter and Facebook) to maintain regular contact.</p>
Target	Review to March 2020	<p>Extra contact for those who refused a school place, in line with government and LA guidance, we made daily contact with some of more identified disadvantaged: children with social worker, previous social worker, young carers, identified vulnerable etc.</p>
Reading and Phonics interventions <ul style="list-style-type: none"> ● KS1 1:1 and small group reading interventions ● KS2 targeted 1:1 reading and phonics sessions 	<p>Attainment of PP children in phonics remains a area to improve for the school. . As such, Reading and Writing remain our key areas of focus moving forward as we look to continue raising attainment/ closing the gap in Writing and attempt to make sure that the gap does not continue to widen in Reading, despite relatively good attainment levels in KS2 this subject.</p>	<p>Verbal feedback on the support given both through emails and via phone calls was extremely positive.</p> <p>Care Packages – Our most vulnerable families were given care packages which included food, and other school essential equipment. These were made by us as a school and parents collected them or we dropped them off.</p>
Target	Review to March 2020	
Writing interventions	<p>Initial work was completed by the English Lead to work closely with Teachers to upskill them in planning and preparing their writing intervention</p>	

<ul style="list-style-type: none"> KS2 Writing intervention (Write away together) 	<p>so that it is specifically tailored for the children within that group.</p> <p>Teachers started to take more ownership of assessing and monitoring the writing progress of these children and feeding this back to the English Lead who can, in turn, monitor the effectiveness of the intervention.</p>	<p>Learning Packs - For some of our vulnerable PP families, we dropped off learning packs with additional stationery, arts and crafts, small toys, books, glue sticks, and more to support the children's learning and playing at home.</p> <p>Reading – To support families with reading at home, teachers sent reading books home. Other online books and websites were also used to support reading at home.</p>
Target	Review to March 2020	
<p>KS1 Phonics interventions</p> <ul style="list-style-type: none"> Year 1 and Year 2 LSA led Phonics intervention groups 	<p>Teachers work closely with the SALT, SENCO and teachers to ensure any children with speech and language issues had plans in place and are supported.</p>	

Wider strategies 2019-20

Target	Review to March 2020	COVID actions during Summer term
<p>Emotional Development</p> <p>Deliver effective Thrive provision for and ELSA support</p>	<p>All class teachers were enabled to discuss disadvantaged within their class in-depth. This was particularly evident in barrier mapping analysis where barriers and strategies were in place and teachers proved to be reactive to the needs within classes.</p> <p>All staff made aware of PP pupils with multivulnerable factors at the beginning of the year. Procedures and systems are in place for staff to raise SEN concerns for pupils and put in actions if required. Discussions at data capture points and PPMs led by phase lead, inclusion lead and HOS.</p>	<p>SLT time to identify all vulnerable pupils who are learning at home or in school. SLT collated contextual information to support targeted help, particularly highlighting the multi-vulnerable pupils.</p> <p>Focus became the tracking of engagement at home or those offered a school place. Attendance tracked daily, and reviewed at regular intervals throughout the Lockdown. Inclusion support (EWO) to support children and families from disadvantaged backgrounds if their engagement/attendance at school in bubbles fell below acceptable levels.</p>

	<p>Low levels of emotional resilience were identified by class teacher and ELSA support was in place with interventions planned</p> <p>Attachment issues supported by HSLW support</p>	<p>Safeguarding lead supported children and families in being safe and protected. Started the development of the information sharing strategies between REMA, ELSA, DSL team and HSLW and other support services that are already in place in Individual action plans.</p> <p>We also continued to make referrals to HSLW where families were known to be struggling.</p> <p>Supportive referrals have been made to Early Help, Health Visitors, REMA.</p> <p>PP and vulnerable group pupils had the most significant gap within the attendance analysis. Attendance lead and DSL team to continue the rigorous approach to attendance and supporting families, with particular attention to pupils at L4, L3 and L2 on the vulnerable register.</p>
Target	Review to March 2020	
<p>Behaviour and Attitudes</p> <p>Deliver effective behaviour support</p>	<p>Identified children have self-regulation issues, inclusion lead led individual parent meetings to share and discussion concerns and next steps.</p> <p>Multiple need including SEND development of individual support plans</p>	
Target	Review to March 2020	
<p>Behaviour and Attitudes</p> <p>Lunch time club provision</p>	<p>LSA led small circle of friend's interventions for targeted pupils</p> <p>ELSA lunch support club for pupil with poor engagement with peers</p> <p>Regular friendship fallouts supported by LSAs with restorative conversations</p>	
Target	Review to March 2020	
<p>Personal Development</p> <p>Ensure equity of access to extra-curricular provision and extended school day</p>	<p>Targeted support for vulnerable families/children to access after school clubs</p> <p>A range of after school clubs continued to be offered and promoted. However, PP and vulnerable groups engagement with clubs is an area for further work.</p> <p>Hardship fund support access to after school Puffins clubs. Breakfast club provided for targeted PP children.</p>	

