

Pupil premium strategy statement (primary)

1. Summary information					
School	St Paul's CE Primary School				
Academic Year	2020-21	Total PP budget	£55,767	Date of most recent PP Review	July 2020
Total number of pupils	221	Number of pupils eligible for PP	38	Date for next review of this strategy	July 2021

2. Barriers to future attainment (for pupils eligible for PP, including high ability)	
A.	Pupil Premium children gap had reduced due to strategies that had been implemented. Possible increased gap due to school closures for COVID-19 and differences in access, support with home learning and no in-school personalisation during closure
B.	Quality first teaching strategies are being implemented across the school and pupil premium children have these personalised to help them play an active part in lessons. Possible local lockdowns, illness and absence may accentuate this.
C.	Language on entry to school is lower than expected.
D.	Parental expectation of children meaning home learning environments, support and engagement for while at school also during closure therefore access to home learning could be varied
E.	Covid-19 means an extensive period of time where the disadvantaged children and families have been in variable environments and movement back into school may be compromised
F.	Experiences for children are limited therefore they are missing out on vital experiences to help enhance learning. Covid-19 could have enhanced this as integration beyond their home will be varied as well as the extent of interaction within the home

3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	The gap between Pupil Premium children's achievements will decrease therefore allowing overall gap to decrease in both key stages	Strategies to help Pupil Premium children's engagement and achievement in lessons reviewed and staff reminded of them regularly to maintain focus on the Pupil Premium children FFT data used to identify children to uplift during PP meetings Where appropriate, Pupil Premium children will be given priority for 1:1 tuition and tracked separately through interventions Internal data used to track children's achievements and gaps discussed at PP meetings Interventions identified for children to ensure receiving appropriate intervention for them during PP meetings
B.	Quality first teaching strategies are being implemented across the school and pupil premium children have these personalised to help them play an active part in lessons. Possible local lockdowns, illness and absence may accentuate this.	Pupil premium children will be fully engaged in all parts of their lessons using their personalised strategies Monitoring of teaching through lesson study, support and learning will support further the teaching in school and the consistency of this through the school and within year groups.

		Internal data used to track children's achievements and discussed at PP meetings shows identified children are making accelerated progress in order to close the attainment gap Tracking of remote learning for PP pupils
C.	High quality texts will be used to allow children to access a rich range of vocabulary and this will be highlighted within lessons and provided on display for children to access when writing independently resulting in an increased range of rich vocabulary used by the children within their own writing. High quality texts also available for access through reading schemes. Vocabulary developed through Wellcom support in EYFS	Medium term plans identify vocabulary in all areas. Wellcom support for children in Reception. Learning walks allow specific observation for the teaching of vocabulary and specific resources developed to help this Reading across the school supports teaching of vocabulary specific skills.
D.	Parents will be aware of the high expectations of their children and what this involves.	High expectations communicated and explained during parents evenings Communication between home and school for Pupil Premium pupils and how to support their learning.
E.	Attendance of children is lower therefore gaps are not being closed and can increase as missing further lessons	Attendance tracked and monitored by the office and data provided each week to Pupil Premium lead to help quickly identify those at risk of struggling to return to school after school closures. Nurture support provided by HLTA to help outside issues that may be hindering attendance Children with attendance below 90% targeted for support.
F.	Experiences for children are limited therefore they are missing out on vital experiences to help enhance learning and ensure they have high expectations for themselves	All children go on trips organised for their year group, funded by the school where necessary Visitors in school as well as a trip to enrich experiences Sensory Room used to help provide experiences children may have missed out on Examples of aspirational futures provided through visitors, speakers through the curriculum.

4. Planned expenditure

Academic year

2020-21

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.

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?
The gap between Pupil Premium children's achievements will decrease therefore allowing overall gap to decrease in both key stages	FFT data reviewed in PP meetings and aspirational targets set TA's deliver intervention in groups based on need in the afternoons High quality teaching continues with consistent use of personalised strategies for pupil premium children	PP meetings encourage increased expectations of all vulnerable groups, particularly PP children. The identified children will be targeted for discussion at future PP meetings Specific gaps will be identified through data analysis and discussion. Intervention groups will be set up that cover the gaps and be delivered by TA's. Pixl TCCs to support this. Recovery curriculum focussed on Pupil Wellbeing	Impact of intervention measured and records kept PP meetings discussions to ensure correct intervention provided and adapted as needed Learning walks/Lesson study Data Analysis to identify reduction in gap		Termly

<p>Quality first teaching strategies are being implemented across the school and pupil premium children have these personalised to help them play an active part in lessons. Possible local lockdowns, illness and absence may accentuate this.</p>	<p>Learning walks and feedback to develop strategies and new approaches</p> <p>Lesson study to develop strategies and new approaches to lessons to allow Pupil Premium children to be fully engaged and progress at an accelerated rate</p>	<p>High quality first teaching is shown to be the most effective in promoting higher achievement so that playing catch up is not needed.</p> <p>Consistent use of strategies that have helped Pupil Premium children achieve the high expectations in lessons</p>	<p>PP meetings discussions to ensure correct intervention provided and adapted as needed</p> <p>Learning walks/Lesson study</p> <p>Data Analysis to identify reduction in gap by achievement of target or objective and to set new ones</p>		<p>Termly</p>
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<p>High quality texts will be used to allow children to access a rich range of vocabulary and this will be highlighted within lessons and provided on display for children to access when writing independently resulting in an increased range of rich vocabulary used by the children within their own writing. High quality texts also available for access through reading schemes. Vocabulary developed through the child's learning journey.</p>	<p>Staff to identify high quality texts to use for themes where a rich vocabulary is available</p> <p>Vocabulary displayed for children to access when working independently</p> <p>Love for reading developed through the school through stimulating, relaxing and enjoyable reading areas in each classroom that promote relevant and up to date books that expose children to a rich range of vocabulary</p>	<p>Using high quality texts with a rich vocabulary helps the children to develop vocabulary range, an understanding of the vocabulary used and how to implement it themselves</p> <p>Reading areas developed to help create a stimulating, relaxing and enjoyable reading environment in each classroom promoting encouraging all to read and promote a love for reading. This again exposes children to a greater range of rich vocabulary which they can include in their writing.</p> <p>Wellcom intervention to be implemented in Nursery and Reception</p> <p>Medium term plans to identify progressive vocabulary for display</p>	<p>Learning walks/Lesson study</p> <p>Reading scheme and library updated</p> <p>Library timetables for use</p> <p>Reading area a non-negotiable for the classroom</p>		<p>Termly</p>
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Total budgeted cost £10,000

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?
<p>Parents will be aware of the high expectations of their children and what this involves. Closing gap of PP children through targeted interventions</p>	<p>Targeted interventions 1:1 tuition where appropriate Small group tuition as required</p>	<p>The impact of TA's is proven to be greater when delivering research based interventions rather than simply supporting the teacher in class. This will begin to be embedded through the school</p> <p>The impact of TA's is proven to be greater when delivering research based interventions based on children's previous achievements rather than simply supporting the teacher in class. Specific gaps will be identified through data analysis and discussion between class teacher and Inclusion team. Intervention groups will be set up that cover the gaps and will be delivered by TA's to help with the limited amount of TA time available for intervention. This will be embedded through the school</p>	<p>Impact of intervention measured and records kept</p> <p>PP meeting discussions to ensure correct intervention provided and adapted as needed</p> <p>Learning walks</p> <p>Data Analysis to identify reduction in gap by achievement of target or objective and to set new ones</p>		<p>Termly</p>

<p>Attendance of children is lower therefore gaps are not being closed and can increase as missing further lessons</p>	<p>Monitor Pupil premium children's attendance. Support for pupils under 90%</p>	<p>Staff will be delivering a 'well-being' curriculum during the first two weeks of school to help with this and identify where support may need to be introduced</p> <p>Nurture groups identified and provided following this.</p>	<p>Attendance rates improved</p> <p>PP meetings discussions to ensure correct intervention provided and adapted as needed</p> <p>Data Analysis to identify reduction in gap by achievement of target or objective and to set new ones and ensure pre-teaching identified if necessary</p>		
<p>Experiences for children are limited therefore they are missing out on vital experiences to help enhance learning</p>	<p>School trips contribution funded where appropriate</p>	<p>Pupil Premium children can have limited experiences outside of school which can hinder achievements, if not at the present then in the future, as they do not have the experience to call upon to support them or the exposure to an experience to allow them to aim for it.</p> <p>School trip contributions to support attendance on trips.</p>	<p>Pupil voice</p>		<p>Termly</p>
Total budgeted cost					<p>£45,767</p>

5. Review of expenditure				
Previous Academic Year				
i. 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
Quality first teaching strategies are implemented across the school and pp children have these personalised to help them play an active part in lessons.	<ul style="list-style-type: none"> • New teaching strategy for Maths • Targeted interventions for PP children • 1-1 reading • New books and resources 	<p>New teaching strategy for Maths lessons seen to be having a positive impact on child engagement and learning during the lesson.</p> <p>PP children targeted for interventions on timetables by support staff.</p> <p>Focus on 1-1 reading in every class.</p> <p>New books and resources purchased to ensure high quality texts are available for class teaching and as home reading books.</p>	<p>All to continue</p> <p>Support targeted half termly after assessments</p> <p>Baseline assessments from NFER to be tracked through the year</p>	£10,000
ii. 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
The gap between PP children's achievements will decrease therefore allowing overall gap to decrease in both key stages.	<ul style="list-style-type: none"> • Targeted interventions by TAs • Small group sessions • Tutor Trust tuitions in Y5 and Y6 	<p>Still a gap seen between pp children and non-pp children across school. In Yr 1 and Yr 5 pp children achieve higher levels of progress than non-pp children. Smallest gaps between are seen in Reading and largest gaps in writing.</p>	<p>All to continue</p> <p>Support targeted half termly after assessments</p> <p>Baseline assessments from NFER to be tracked through the year</p> <p>Focus on achievement of PP children in transition conversations.</p>	£45,767
iii. 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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KS1 and KS2 outcomes

GD in brackets

Reading

				PP			Non-PP		
	Cohort	Number	%	Cohort	Number	%	Cohort	Number	%
Year 1	28	22 (3)	79% (11%)	3	2 (1)	66% (33%)	25	20 (2)	80% (8%)
Year 2	29	23 (7)	79% (24%)	4	2 (0)	50% (0%)	25	21 (7)	84% (28%)
Year 3	25	20 (5)	77% (20%)	6	3 (0)	50% (0%)	19	17 (5)	89% (26%)
Year 4	26	18 (6)	69% (23%)	7	3(0)	43% (0%)	19	15 (6)	79% (32%)
Year 5	26	19 (4)	73% (15%)	3	2 (0)	67% (0%)	23	17 (4)	74% (17%)
Year 6	30	20 (7)	67% (23%)	9	5 (1)	56% (11%)	21	15 (6)	71% (29%)

Writing

				PP			Non-PP		
	Cohort	Number	%	Cohort	Number	%	Cohort	Number	%
Year 1	28	20 (2)	71% (8%)	3	1 (1)	33% (33%)	25	19 (1)	76% (4%)
Year 2	29	22 (3)	76% (10%)	4	2 (0)	50% (0%)	25	20 (3)	80% (15%)
Year 3	25	19 (3)	73% (12%)	6	3 (0)	50% (0%)	19	16 (3)	84% (16%)
Year 4	26	18 (6)	69% (23%)	7	2 (0)	29% (0%)	19	16 (6)	84% (32%)
Year 5	26	20 (3)	77% (12%)	3	2 (0)	66% (0%)	23	18 (3)	78% (13%)
Year 6	30	20 (7)	67% (23%)	9	5 (0)	56% (0%)	21	15 (7)	71% (33%)

Maths

				PP			Non-PP		
	Cohort	Number	%	Cohort	Number	%	Cohort	Number	%
Year 1	28	20 (5)	71% (18%)	3	2 (1)	67% (33%)	25	18 (4)	72% (16%)
Year 2	29	25 (5)	86% (19%)	4	3 (0)	75% (0%)	25	22 (5)	88% (20%)
Year 3	25	19 (6)	76% (24%)	6	3 (0)	50% (0%)	19	16 (6)	84% (32%)
Year 4	26	18 (6)	69% (23%)	7	2 (1)	29% (14%)	19	16 (5)	84% (26%)
Year 5	26	20 (7)	77% (27%)	3	2 (2)	67% (67%)	23	18 (5)	78% (22%)
Year 6	30	16 (3)	53% (10%)	9	5 (0)	56% (0%)	21	11 (3)	52% (14%)

6. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.
Our full strategy document can be found online at: www.aschool.sch.uk