

# **Pupil Premium Strategy Statement 2020-2021**

## **Pupil Premium**

### **What is the Pupil Premium?**

The Pupil Premium is additional funding to help schools close the attainment gap between children from low-income and other disadvantaged families and their peers. If a child has been eligible for free school meals (FSM) at any point over the past 6 years or has been continuously looked after for at least 6 months (LAC) the school receives an amount per head within their budget. For the academic year of 2020-21, the funding has increased to this remains at £1345 per pupil. For children who have been adopted from care or who are or have been in care, there is an increased provision of £2345. A provision of £310 per pupil is also made for children who have a parent in the armed services. This year we have been allocated an additional £30,400 for Catch-up Premium.

Aston Clinton School is committed to ensuring maximum progress for all groups of children and strives to close any gaps. The School actively promotes equality of opportunity for all staff, governors, pupils and parents, creating a harmonious learning community where all can succeed. We have a clear, strategic approach to the use of specific Pupil Premium funding and plans are integrated into wider school support and improvement systems. These are monitored and evaluated regularly and in-depth data analysis ensures that the correct support and strategies are identified to maximize progress.

Strong leadership systems ensure that Pupil Premium funding has the necessary impact. This includes a Pupil Premium Lead who is also a member of the SLT (Senior Leadership Team), identified Governor having responsibility for Pupil Premium and the SENCo who coordinate the strategic plans (the Intent) and ensure strong implementation and impact.

All matters relating to the Pupil Premium are reported back to the Governors via the Curriculum sub-committee, ensuring that the school is held to account for the impact of spending. The multi-faceted approach for the support of PPG pupils enables the school to develop a strong, comprehensive and sustainable support package which leads to improvements in outcomes for this identified group.

### **Statement from the Governing Body**

Governors have agreed that whilst the Pupil Premium Grant must prioritise the achievement and well-being of disadvantaged pupils, the benefits of resources and services should, wherever possible, extend to include other pupils, many of whom are also vulnerable.

The provision and impact through Pupil premium is monitored through all levels of leadership and management:

- Governor meetings
- Senior leadership meetings
- Staff meetings
- Pupil progress meetings
- Performance Management meetings
- Continual Professional Development

## Pupil Premium Strategy Statement 2020-2021

Governors, Leaders, Teachers and Support staff are collectively accountable for improving the educational opportunities for pupils entitled to the Pupil Premium. The impact of provision and strategies to accelerate pupil outcomes can be seen in the table under the section Impact on Attainment and Progress.

If you have any further questions about pupil premium, or you believe that your child may be eligible for free school meals (which triggers Pupil Premium funding), please contact Mrs Garraway for a confidential discussion. Please ask at the school office or click on the link below to download the forms you need to complete for this.

[Free School Meals Application Form](#)

### Principles

- We ensure that teaching and learning opportunities meet the needs of all the pupils.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups.
- In making provision for socially disadvantaged pupils we recognise that not all pupils that receive free school meals may be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis, which will identify priority classes, groups or individuals.

## Pupil Premium Strategy Statement 2020-21

Summary Information					
<b>School</b>	<b>Aston Clinton School</b>				
<b>Academic Year</b>	2020 - 2021	<b>Total PP Budget Catch-up Premium</b>	£59,795 £30,400	<b>Date of most recent external PP review</b>	June 2020
<b>Total Number of pupils</b>	379	<b>Number of pupils eligible for PP</b>	57 pupils 15% (National Average for Primary Schools 17.3%)	<b>Date of next internal review of this strategy</b>	February 2021
<b>Pupil Premium Lead</b>	Melissa Garraway	<b>Pupil Premium Governor</b>	Jenny Stark	<b>Published date Review date</b>	October 2020 July 2021

## Pupil Premium Strategy Statement 2020-2021

End of KS2 Current Attainment		
	Pupils eligible for PP School at Aston Clinton School	Pupils not eligible for PP at Aston Clinton School
% achieving in RWM combined	(51% National Average for PP in 2019) 33% 2019	65% (National Average for all pupils in 2019) 65% 2019
% making expected or better progress in Reading	67% 2019	73% 2019
% making expected or better progress in Writing	77% 2019	78% 2019
% making expected or better progress in Maths	55% 2019	79% 2019

Barriers to future attainment (for pupils eligible for PP)	
<b>In-School barriers</b>	
A	Diminish the attainment difference between PP pupils at Aston Clinton and PP nationally achieving EXS or above in Reading, writing and maths
B	The percentage of pupils making at least expected progress in Reading is lower for PP pupils than Non-PP pupils
C	The percentage of pupils making at least expected progress in maths is lowest for PP pupils than Non-PP pupils
D	Children need to be realigned as learners and reignite their passion for learning. Emotional well-being and positive mental health are promoted to improve attitudes to learning, resilience and self-regulation.
E	The majority of PP pupils have additional needs and present with multiple barriers to learning e.g. SEN, PP, Service and Social Care needs.
<b>External barriers</b>	
F	Attendance and lateness of disadvantaged pupils has been an issue historically – Attendance now is 96.1% (non-PP 97.8%)
G	Capacity to support with home learning – IT equipment, particular focus on vocabulary, access to books, completion of homework
H	To promote aspirations through an understanding of the wider world and enriched experiences.
I	Parental Engagement – virtual parents evenings/ celebration days
J	Curriculum Knowledge and cultural capital – aspiration, uniform, trips (COVID compliant)

## Pupil Premium Strategy Statement 2020-2021

<b>Outcomes (<i>Desired Outcomes and how they will be measured</i>)</b>		<b>Success criteria</b>
A	<p>Pupils make the progress increases of which they are capable of RWM.</p> <p>Gaps in learning due to COVID 19 are identified and acted upon.</p> <p>Increased progress for pupils with SEND/ PP, closing of the achievement gap.</p>	<p>Increase the percentage of PP pupils making at least expected progress in RWM.</p> <p>Analysis from targeted interventions and small group tuition show clear progress within RWM which diminish the gaps from COVID previously identified through teacher assessment.</p> <p>Increase the percentage of pupils with SEND/PP making accelerated progress from their baselines across RWM.</p>
B	<p>Diminish the attainment difference between PP and non-PP pupils in Reading</p>	<p>Increase in the percentage of PP pupils making accelerated progress in Reading and diminish the difference in relation to their non-PP peers.</p> <p>Children’s exposure, awareness and ability to use a wide range of vocabulary is evident through pupil voice, lesson observations and work books.</p> <p>Analysis from targeted interventions and small group tuition show clear progress within reading which diminish the gaps from COVID previously identified through teacher assessment.</p>
C	<p>Diminish the attainment difference between PP and non-PP pupils in maths</p>	<p>Increase in the percentage of PP pupils making accelerated progress in maths and diminish the difference in relation to their non-PP peers.</p> <p>The introduction of Power Maths is being received well by pupils and teachers.</p> <p>All PP pupils are making progress from their starting points.</p> <p>Analysis from targeted interventions and small group tuition show clear progress within maths which diminish the gaps from COVID previously identified through teacher assessment.</p>
D	<p>Children need to be realigned as learners and reignite their passion for learning. Emotional well-being and positive mental health are promoted to improve attitudes to learning, resilience and self-regulation.</p>	<p>Through the implementation of the Recovery Curriculum in the Autumn term and the ethos of; reset repair and rebuild, children are successfully reintegrated back into school and are able to be successful learners.</p> <p>Evidence from pupils’ work books; pupil voice records, teacher observations and external reports will validate that all pupils demonstrate stamina for learning, resilience and embrace challenge</p>
E	<p>PP pupils with complex or multiple barriers to learning have their needs met appropriately and are able to make accelerated progress from their starting points</p>	<p>Teacher Assessment indicates that pupils with complex or multiple barriers to learning make accelerated progress in comparison to their peers.</p> <p>Teachers are proactive in referring children to the SENCO and other external agencies swiftly.</p>

## Pupil Premium Strategy Statement 2020-2021

F	<p>The attendance and punctuality of disadvantaged students has improved from 2019 – 2020 academic year which could be as a result of adopting a soft start due to COVID. Attendance Officer will continue to see attendance rates of above 95% for all PP pupils.</p> <p>Breakfast club will provide an opportunity for disadvantaged children to receive maths support through MyMaths. The school HLTA will run these sessions daily from 8:00am – 8:45am.</p>	<p>Attendance for PP pupils continues to be above 95%.</p> <p>Teachers monitoring of homework and use of MyMaths programme shows that children are completing this on a weekly basis. As a result, their maths attainment and confidence is improving.</p>
G	<p>PP pupils with limited capacity to support learning at home will make at least expected progress and diminish the attainment difference between themselves and their peers</p> <p>Parents feel supported by the school and are therefore able to confidently support their children at home</p>	<p>Home learning and homework is completed to support in class learning</p> <p>PP pupils are able to access IT equipment to support their learning from home</p> <p>Through teacher assessment there is clear evidence that the attainment gap is closing between PP and non-PP pupils</p>
H	<p>All PP children have access to extra-curricular activities e.g. music lessons/clubs</p> <p>To promote aspiration through an understanding of the wider world and enriched experiences.</p>	<p>Through monitoring there is clear evidence that all disadvantaged pupils attend school trips and at least one extra-curricular club/activity e.g. music lessons, sports clubs. Staff monitor pupil wellbeing and report to the pastoral team any concerning issues arising. Children are supported through nurture activities/ ELSA (Emotional Support Worker) where necessary.</p>
I	<p>Parental engagement has improved.</p>	<p>PP Lead has makes contact with PP parents to provide opportunities for parental engagement surrounding their child’s progress</p> <p>PP Lead monitors the attendance of parent's evenings and celebration/ topic events</p>
J	<p>All pupils receive a curriculum that is ambitious and designed to give all learners, particularly the disadvantaged and those with SEN, the knowledge and cultural capital they need to succeed in life</p>	<p>Children experience a whole curriculum – ‘keep up not catch up’ focus in class, planned short group intervention when necessary at carefully planned times.</p> <p>Disadvantaged children able to communicate their ambitions and what they need to do to achieve these.</p> <p>All disadvantaged pupils to make at least expected progress.</p>

### 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	

### Quality of Teaching for All

## Pupil Premium Strategy Statement 2020-2021

Desired outcome	Chosen Action/support	What is the evidence and rationale for this choice	How will this be implemented	Staff Lead	Cost/Timeframe
A	Outline the expectations in reading, writing and maths for the end of each year. Staff knowledge and skills audit. Coaching to support less experienced and new members of staff	The NFER 2015 reports concludes that high quality teaching for all is fundamental to supporting the attainment of disadvantaged pupils.	Monitoring and assessment to be carried out on a half termly basis so that focus groups who are not achieving as expected from their starting points can be identified. Review of long and medium term planning Team teaching and coaching Internal and external moderation Impact of Power maths across the school to be analysed	CM KC MG	£5,100  £2,675
B	In house focus on phonics and reading to accelerate progress in this area. Increase pupil's reading stamina. Invest in the colour banded reading stock. Coaching and peer to peer teaching to upskill new members of staff.	Research demonstrates that young people who receive free school meals (FSM) are less likely to read fiction outside of the classroom. (Clark 2011, and Clark and Douglas 2011) EEF states that teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy.	INSET (July 2020) and Staff meetings (Autumn term 2020) on phonics training. Clear progression of skills and assessment to track the learning of phonics per pupil. Benchmarking training for new members of staff. Team teaching of phonics. Books for Reception readers (no words) Books for Reception emerging readers	SG	£1,000 £263  £500 £500
C	The introduction of Power maths scheme to raise pupils' attainment and confidence in this area.	Power maths adopts a mastery approach which is designed to spark curiosity and excitement and nurture confidence in maths. It is built around a child-centred lesson design that models and embeds a growth mindset approach to maths and focuses on helping all children to build a deep understanding of maths concepts. The main 5 areas of teaching are divided into: discovery, sharing, collaboration, practice and reflection.	Whole staff training (Teachers and TAs) on September INSET. Follow up training and discussion led by Maths Co-ordinator at subsequent staff meetings. Power maths text books and children's books are embedded from Year 1 – 6. White Rose activities will be used alongside Power maths. My Maths to support home learning.	KC	£850   £600

## Pupil Premium Strategy Statement 2020-2021

		As a staff we felt it important to embed within our school these core areas to deepen children's understanding of maths.			
<b>D</b>	<p>Children need to be realigned as learners and reignite their passion for learning through the Recovery Curriculum.</p> <p>Establish a senior leader responsible for championing the emotional well-being and mental health of pupils.</p>	<p>Professor Barry Carpenter recommends five sensible 'levers' that can help schools recover following a 'systematic, relationships-based approach to reigniting the flame of learning in each child.</p> <ul style="list-style-type: none"> <li>• Rebuild relationships</li> <li>• Understand the child's community</li> <li>• Know acknowledge and address the gaps in learning through a transparent curriculum</li> <li>• Metacognition</li> <li>• A curriculum that engages and inspires</li> </ul> <p>Many of our pupils eligible for pupil premium have social and emotional needs that impact on their ability to persevere with challenging tasks and work with others. It is the commitment of all staff to help pupils develop as well-rounded confident life-long learners, regardless of background and circumstances. Establishing a culture of aspiration and ambition for all pupils.</p>	<p>Teacher observations of learning behaviours both inside and outside the classroom External validation of metacognition: independent learning strategies and collaborative partnerships.</p> <p>Pupil Premium Conference</p> <p>Evidence from curriculum PowerPoints</p> <p>Using the JIGSAW PSHE programme all pupils have been assessed through the scale which measures pupils' resilience and engagement.</p>	<p>CM MG</p> <p>MG AA</p>	<p>£2,675</p> <p>£700</p> <p>£2,000</p>
<b>Total Budgeted Cost</b>					<b>£16,863</b>

## Pupil Premium Strategy Statement 2020-2021

Targeted Support					
Desired outcome	Chosen Action/support	What is the evidence and rationale for this choice	How will this be implemented	Staff Lead	Cost/ Timeframe
<b>A</b>	<p>Pupils make the progress increases of which they are capable of RWM. Gaps in learning due to COVID 19 are identified and acted upon. Increased progress for PP pupils and those with SEND closing of the achievement gap.</p> <p>Additional small group support for targeted groups of pupil premium pupils. To ensure accelerated progress and increase percentages of PP pupils achieving ARE or above in reading and writing.</p>	<p>1:1 or small group tuition is described in the EEF toolkit as being costly but effective in accelerating learning. We use highly experienced teaching staff to work with both in class and to support small groups and ensure that we maximise the links between intervention work and whole class teaching.</p>	<p>Analysis of internal data (NFER assessments) indicates the focus pupils in each cohort. JB will be used as an English specialist to support PP pupils on identified learning gaps and those at risk of not achieving ARE in identified cohorts.</p>	<p>MG JB</p>	<p>£2,675  £5,870</p>
<b>B</b>	<p>Additional small group support for targeted groups of pupil premium pupils. To ensure accelerated progress and increase percentage of PP pupils achieving ARE or GD in Reading.</p>	<p>1:1 or small group tuition is described in the EEF toolkit as being costly but effective in accelerating learning. We use highly experienced teaching staff to work both in class and to support small groups and ensure that we maximise the links between intervention work and whole class teaching.</p>	<p>Analysis of internal data specialist supports PP pupils at risk of not achieving ARE and those who are on track for GD in identified cohorts (on a need led basis). Focus groups identified in each class – pupils progress is to be closely monitored and discussed at regular meetings with PP Lead/ SENDCO and HT.</p> <p>First News subscription Nessy Phonics Play</p>	<p>MG JB CM</p>	<p>£2,675 £5,870  £366 £300 £60</p>

## Pupil Premium Strategy Statement 2020-2021

<b>C</b>	Bespoke mentoring, coaching and tuition for children	1:1 or small group tuition is described in the EEF toolkit as being costly but effective in accelerating learning. We use highly experienced teaching staff to work both in class and to support small groups and ensure that we maximise the links between intervention work and whole class teaching. Focussed intervention has had a significant impact in raising self-esteem and confidence over last three years. Where issues are multiple and complex personalised approaches to supporting pupils are proven to have most significant impact. Working with the pupil in the context of the family often provides positive and long-lasting impact on outcomes	Analysis of internal NFER data and specialist reports for SEN supports PP pupils at risk of not achieving ARE in identified cohorts (on a need led basis). Focus groups identified in each class – pupils progress is to be closely monitored and discussed at regular meetings with HT. Pupils’ attitude towards goal setting before and after intervention  The SENDCO will be involved in terms of meeting the needs of the pupils.	JB	£5,870
	Pupil profiles/aspirational interviews			MG	£2,675
	SENCO supports and signposts as the majority of PP children have additional SEN needs				
<b>Total Budgeted Cost</b>					<b>£26,361</b>
<b>Other Approaches</b>					
Desired outcome	Chosen Action/support	What is the evidence and rationale for this choice	How will this be implemented	Staff Lead	Cost/ Timeframe
<b>A</b>	Breakfast Club – Prioritises PP pupils who are reluctant to come to school or regularly arrive late. Attendance officer – Targeted families receive regular attendance meetings. Applications for penalty	Poor attendance leads to gaps in learning and must be addressed. Some of our families have a history of poor attendance. Some families are in need of additional support but don’t meet the threshold for local services. PP attending breakfast club have a more settled and consistent start to the school day.	Regular meetings and honest discussions with the attendance officer. Meeting with PP Lead. Parents meetings with SLT to address attendance issues	CM MG CB SE	£2,675  £755 £100

## Pupil Premium Strategy Statement 2020-2021

	notices are raised with the Local Authority.				
<b>B</b>	<p>To ensure home learning is accessible for our disadvantaged pupils</p> <p>ICT suite to be ready for children to use and access targeted resources Upgrade of existing laptops</p>	The Government have pledged for 2020 to 2021 academic year, more laptops and tablets have been made available for disadvantaged children in certain year groups who are affected by disruption to face-to-face education at their school or have to shield for medical reasons.	<p>IT survey carried out for whole parental base to gain a better understanding of the accessibility to IT. Referrals for additional IT equipment will be made in the event of a lockdown or bubble closure.</p> <p>Children have timetabled sessions in the IT suite. As a result, they are more competent using the online learning platform (DB Primary) and therefore can use this competently at home. Laptops and tablets can be loaned out for disadvantaged families.</p>	MG CM	<p>£2,675</p> <p>£32,112</p>
<b>C</b>	Parental support through Academic mentor to support families having to isolate for COVID reasons	Building relationships between school and home is valuable. Parents reported through COVID that they found the contact from the teachers the most valuable input.	<p>Work is set for children who are isolating. Laptops and Ipads are loaned out where necessary. Reading support to take place on the phone for specific children.</p>	MG HD	<p>£2,675</p> <p>£5,000</p>
<b>D</b>	Homework support and Enrichment Activities Priority places at after school clubs support for learning groups (Music/dance/football)	Research by the National Literacy Trust sites the impact of parental engagement in learning on improved outcomes for children. Where parents have limited capacity to support at home the school has a moral duty to address this to ensure gaps are diminished.	<p>PP pupils are given priority places at Homework club. Pupils have access to IT equipment at school to complete HW. School will subsidise PP pupils to enable them to receive Music lessons and attend enrichment activities such as football and dance groups.</p>	MG	<p>£2,300</p> <p>£1,000</p>

## Pupil Premium Strategy Statement 2020-2021

Subsidised school visits and uniform.	Internal work book scrutiny and teacher observation has indicated that limited life experiences due to financial constraints have a negative impact children’s ability to produce quality written work, vocabulary development and the ability to think creatively. Such activities have enabled PP pupils to develop resilience and experience wider world opportunities and be more aspirational in their life-long learning goals. The experiences have provided enrichment to the curriculum which would not otherwise have been possible due to cost implications.	MG to monitor usage of clubs to ensure that all PP have access to clubs including those which cost. Focus groups of PP to be carried out in each year group to explore and discuss potential new clubs which match the aspirations of Pupil Premium children. School will assist parents of PP pupils with accessing school visits, uniform and food banks as necessary.		
<b>Total Budgeted Cost</b>				<b>£49,292</b>
<b>Total Budgeted Expenditure</b>				<b>£92,516</b>

### COVID-19 Update

**This support will continue in the event of a bubble closure/ isolating pupils/ local lockdown.**

Due to the changes to educational provision caused by the COVID-19 pandemic the detail in this Pupil Premium strategy has been subject to review since April 2020. Our use of the funding has been adapted to meet students’ needs as they have arisen, whilst maintaining where possible the principles outlined in this document, and in others related to the PPG.

During the pandemic the following key steps have been taken to ensure that ‘disadvantaged’ pupils’ barriers to learning will continue to be overcome wherever possible:

- Step 1 – Provision of a Learning Platform – DB Primary
- Step 2 – Provision of laptops to families who did not have access to one
- Step 3 – Provision of printed work for those who did not have the resources at home
- Step 4 – High levels of communication from class teachers and SLT
- Step 5 – Priority children were identified and provided with a place in our ‘Bubbles’ throughout Lockdown.

Future versions of the strategy will reflect the changes that are currently being made.

School leaders with responsibility for administering the PPG have drawn on these helpful publications from the Children’s Commissioner and the Education Endowment Foundation:

## Pupil Premium Strategy Statement 2020-2021

<https://www.childrenscommissioner.gov.uk/wp-content/uploads/2020/04/cco-tackling-the-disadvantage-gap-during-the-covid-19-crisis.pdf>

<https://educationendowmentfoundation.org.uk/covid-19-resources/best-evidence-on-impact-of-school-closures-on-the-attainment-gap/>

They will continue to follow guidance and advice from relevant bodies as it emerges, in consultation with other stakeholders.

### Review of Expenditure

Previous Academic Year

2019-2020

#### Quality of Teaching for All

Desired outcome	Chosen Action/support	Impact:	Lessons Learned	Cost
<b>A. Pupils to make the progress increases of which they are capable.</b>	Homework club	Successfully set up for a group of PP children	Not all children took up the places so we will open Homework club to more children so that more can benefit from this. If peers are attending this club this will encourage the PP focus group. New PP Lead will monitor this.	£8,500
	Feedback	PP children are highlighted when providing feedback within the lessons. The LLM highlighted several examples of good practice of where teachers are responding quickly and effectively to pupils. PP children books have a sticker on them so they are easily identifiable.	To share good practice regarding feedback to all teachers. To promote marking PP children work first. SLT will continue to monitor this through planning, book scrutiny and learning walks.	
	Pen Portraits  Half-termly meetings with LLM, teacher and SENCO.	Pen Portraits have been set up for all PP children.  These were set up and run effectively. This time allowed for thorough discussion and action points to be drafted.	The profile of PP has been raised within the classroom. The Pen Portraits are a timely exercise, this needs to be re-evaluated. Half termly meetings with teachers and SENCO proved to be highly beneficial – cover for teachers in class needs to be looked at if this is to continue.	

## Pupil Premium Strategy Statement 2020-2021

<p><b>B To improve outcomes for boys in reading and writing</b>  <b>To ensure strategies for challenging the most able pupils in mathematics and writing are embedded in all classes across the school</b></p>	<p>SENCO  PP Lead  Class teachers</p>	<p>Analysis of assessment results for RWM and target areas identified. Focus groups and interventions set up.</p> <p>Use of greater depth activities in all subjects – this is evidenced in learning walks.</p> <p>Use of vocabulary displays in daily teaching.  Regular opportunities for reading and writing across the curriculum.</p>	<p>Focus groups/ interventions set up within year groups – further analysis to be carried out however COVID at end of March 2020.</p> <p>The majority of classes are providing greater depth activities (White Rose Maths) in English and Maths. This practice needs to be included in all lessons – including non-core subjects.</p> <p>Vocabulary is celebrated through displays and vocabulary lists used in foundation subjects. Ensure this is across the whole school – ARP lead to work with teachers on helping children with Speech and Language needs to access vocabulary across the curriculum.</p>	<p>£8,500</p>
<p><b>C. To provide a curriculum that is ambitious and designed to give all learners, particularly the disadvantaged and those with SEN, the knowledge and cultural capital they need to succeed in life</b></p>	<p>Vocabulary for all lessons showing progression between year groups</p> <p>Create and introduce a progression of knowledge and skills for each subject</p>	<p>Staff meetings have taken place where we have discussed the importance of planning for vocabulary use and to ensure this is visible and accessible for all.</p> <p>Chris Quigley training was carried out during January INSET. The SENCO purchased the Pebbles curriculum which assesses the small steps of progression.</p>	<p>Curriculum organisers will be purchased for year 2020 – 2021 to ensure the development of vocabulary year on year.</p> <p>The SENCO has used Pebbles within a Year 5 class to see the progression. This scheme will be used with priority children in 2020 - 2021.</p>	<p>£8,500</p>

## Pupil Premium Strategy Statement 2020-2021

	Evidence of cultural capital within lessons and books	SLT and subject Leads for Maths and English have carried out learning walks and book scrutinies.	Expectations have been communicated to staff through staff meetings and pupil progress meetings. Termly data is monitored by teachers and SLT. Staff training in November 2019 was carried out. School council will be involved to discuss curriculum provision.	
				<b>Total: £25,500</b>
<b>Targeted Support</b>				
<b>Desired outcome</b>	<b>Chosen Action/support</b>	<b>Impact:</b>	<b>Lessons Learned</b>	<b>Cost</b>
<b>A. All pupil premium children make the progress increases of which they are capable in reading.</b>	Develop and secure phonics  Additional reading (twice weekly) for disadvantaged children  LLM to monitor reading record books and support pupils (ensure cultural capital). 1:1 support from LM Team	Priority children have been identified within classes. The TA hears the children reading on a regular basis.  More decodable books have been purchased however after analysis more will be needed.	Those who are not yet fluent readers need to be baselined by an experienced teacher so that the appropriate reading level book can be assigned and monitored. Next steps: Whole school training on Phonics and reading Rehaul of the current reading stock available Vision for Reading to be established throughout the school. During COVID-19 the school's learning platform was used as a tool to deliver phonics to EYFS and KS1. PP children were provided with 1:1 reading (where appropriate) from TAs who were shielding. The Oxford Reading programme was used to enable this. Reading at Home support was set up for disadvantaged children. This involved experienced TAs reading with children over the phone or on zoom using the Oxford Reading Owl books online. This intervention was well received by both parents and pupils.	£17,000

## Pupil Premium Strategy Statement 2020-2021

		Termly assessments for reading were carried out at the end of the Autumn Term.	It was decided by SLT that a new assessment scheme (NFER) should be purchased in order to gain a more accurate assessment of where children of all abilities are. This can then be tracked by the class teachers and SENCO – leading to early identification of reading difficulties.	
<b>B. All pupil premium children make the progress increases of which they are capable in writing.</b>	<p>Writing Booster groups</p> <p>Use of vocabulary logs within lessons</p> <p>LLM to coach most vulnerable children</p> <p>1:1 support from LM Team</p>	<p>These have not been implemented.</p> <p>Vocabulary has been made a priority especially within English.</p> <p>The LLM worked alongside teachers to help them understand how to scaffold for children effectively. The LM team would visit lessons to work alongside targeted children.</p>	<p>New PP Lead to look at Booster groups for Autumn 2020 (National Tutoring Programme).</p> <p>PP Lead and SENCO to work closely with English Lead to ensure that children are being exposed to a high level of vocabulary in all lessons.</p> <p>Teachers identified through their marking specific areas for improvement which the LM team then followed up on a 1:1 basis with the child. Unfortunately, due to the level of staff absence the LM team were often required to provide cover. The impact when they were able to work with the children was high but this was not delivered consistently.</p>	£17,000
<b>C. All pupil premium children make the progress increases of which they are capable in maths.</b>	<p>Maths Booster groups</p> <p>1:1 support from LM Team</p>	<p>These have not been implemented.</p> <p>Children were identified for 1:1 support, timetable was set up to address these needs. LM team would visit children within class.</p>	<p>New PP Lead to look at Booster groups for Autumn 2020 (National Tutoring Programme).</p> <p>Teachers identified through their marking specific areas for improvement which the LM team then followed up on a 1:1 basis with the child. Unfortunately, due to the level of staff absence the LM team were often required to provide cover. The impact when they were</p>	£17,000

## Pupil Premium Strategy Statement 2020-2021

	SUM dog to be used as daily intervention	SUM dog has not been implemented this year due to lack of IT resources and availability.	able to work with the children was high but this was not delivered consistently. The IT suite has been built over Summer 2020, this will prove to be a valuable resource for running interventions for our disadvantaged.	
				<b>Total: £51,000</b>
<b>Other Approaches</b>				
Desired outcome	Chosen Action/support	Impact:	Lessons Learned	Cost
<b>A. Increased attendance rates and reduced lateness for disadvantaged pupils.</b>	Monthly monitoring of attendance and lateness  Breakfast club	An Attendance Officer has been appointed. She monitors and reports to SLT regarding key families on a half-termly basis officially. Within this time she continues to consistently monitor too so that we are proactive in reducing the barriers to learning for our pupils. Breakfast club has been set up which targets PP children and those who are arriving late on a regular basis.	This role has been vital this year, it provides a clear picture of those families who are consistently late. Our next step is to challenge this before they become persistent late attenders which places the child and their learning at a disadvantage. Maintaining contact with our parents is key to this. The lateness has improved but our attendance has not. This will be investigated further by the new PP Lead.	£2,800
<b>B. Improve the Social emotional and mental needs of PP pupils are met resulting in a more positive attitude to learning</b>	Opportunities for more clubs  Monitor uptake on clubs for all disadvantaged pupils	Monitoring of PP children attending clubs and holding responsibilities within school is was monitored for the Autumn and Spring term.	Encouragement for external providers to provide 2 extra places for PP children free of charge.  This analysis has identified key families who do not take part in clubs, these children were spoken to about which clubs they would like to take part in. Direct impact from this was that an Art club was set up which was extremely popular.	£3,500

## Pupil Premium Strategy Statement 2020-2021

	Provision for PAT dog	The SENCO, ELSA and PAT Dog Trainer (Mr Arnold) work closely together to plan for the children to spend time with the PAT dog.	<p>This proactive approach will be continued in the year.</p> <p>The impact of time with the PAT dog can be seen in the children's well-being and self-esteem. Mr Arnold is highly proactive in ensuring children receive support when they enter school, especially when they are struggling emotionally. This is in addition to the reading which is completed.</p> <p>Any children who continue to struggle are referred to our ELSA who will then work with them.</p> <p>This support system is highly effective and will continue next year.</p>	
<b>C. To improve parental engagement</b>	Termly contact with parents	<p>LLM carried out termly phone calls and meetings (prior COVID-19) to build the relationship between home and school.</p> <p>Questionnaire to review parental communication at the end of the year</p>	<p>This communication was received positively and improved communications.</p> <p>In addition, the LLM monitored any non-attendance at Parent's Evening which she then passed onto the teachers so that they could make contact to discuss the children's progress.</p> <p>PP children were provided with 1:1 reading (where appropriate) from Tas who were shielding. The Oxford Reading programme was used to enable this.</p> <p>Due to COVID-19 this did not happen however there will be a questionnaire sent at the beginning of Autumn term 2020 to ascertain any areas for improvement especially in regards to communication.</p>	£2,800

## Pupil Premium Strategy Statement 2020-2021

<p><b>D. Children and adults to be supported in their wellbeing in order to foster a healthy learning community</b></p>	<p>Whole school wellbeing education – assemblies, education in class, clubs, workshops, newsletters and resources home.</p>	<p>SLT take an active role in promoting well-being across the school for both staff and pupils</p> <p>Ali Astle (ELSA) to be consulted with regarding whole staff training and input into INSET days</p> <p>To gauge effectiveness of a range of books to promote well-being Book Tokens, Green Park, Music &amp; Trips</p>	<p>PP funding was used to enable children to attend school trips.</p> <p>PP children have been identified for attending clubs within school – Art club was set up at the request of PP children.</p> <p>PP children were provided with a book voucher for the book fair – this was very successful. In addition, PP children were provided with 1:1 reading (where appropriate) from Tas who were shielding. The Oxford Reading programme was used to enable this.</p> <p>PP children were provided with free books from the Summer Reading Challenge – these were distributed to the majority of PP children.</p> <p>Our school ELSA gave INSET training and supported families throughout lockdown. Any CLA child was called on a weekly basis any DSLs.</p> <p>SENCO called those with EHCPs regularly throughout lockdown.</p> <p>All children were RAG rated in terms of PP/SEN/ and how they were coping at home. Those who were flagged as red we were able to place within a bubble at school.</p>	<p>2,800</p>
<b>Total Budgeted Cost</b>				88,400
<b>Total Budgeted Expenditure</b>				88,400