

# Pupil premium strategy statement: 2020 – 2021

## St Nicholas CE Primary School

1. Summary information					
School	St Nicholas CE Primary School				
Academic Year	2020/21	Total PP budget	£14,795 (£1,345)	Date of most recent PP Review	Jan 2021
Total number of pupils	101	Number of pupils eligible for PP	11	Date for next internal review of this strategy	June 2021

2. Current attainment		
No current data for 2019/2020 due to Covid	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	Year 6 – 50%	81 %
% making progress in reading	Year 6 – 100%	81 %
% making progress in writing	Year 6 – 50%	81 %
% making progress in maths	Year 6 – 50%	81 %

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
A.	Some children do not see themselves as successful learners.
B.	Not all children are confident readers or enjoy reading books for pleasure.
C.	Some PP children do not make as good progress as non PP children.
D.	Some <u>PP</u> children in KS2 have undeveloped writing skills
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
E.	Attendance for pupils eligible for PP is below that of non-PP children: 91% compared to 98%. This will impact on their progress and attainment in their learning.

<b>4. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Children are given the opportunity to develop their team work and problem solving skills in a practical way. They will gain confidence and self- esteem through challenges in Forest school. This will then boost their desire to succeed in the classroom.	Children feel more able to tackle difficult tasks. Children will enjoy the challenge of learning. Teachers will see improvements in their effort in class. Progress in class will improve.
<b>B.</b>	Children improve reading and become confident readers. Children are able to gain the reading skills needed to access the curriculum, and feel success in moving up the AR reading program.	Children show progress in reading ages. Children develop decoding and comprehension skills. Children enjoy reading books.
<b>C.</b>	Teaching is good in all classes and children make good progress in Reading Writing Maths.	Quality first teaching will be evident in all classrooms. Children's needs and barriers are identified and addressed Interventions will close gaps in learning
<b>D.</b>	Children in KS2 will improve their writing skills and be able to write for a number of different purposes	KS2 children will know the features of different texts They will be able to write with purpose for different audiences.
<b>E.</b>	Attendance of PP pupils will improve and the gap between them and non PP will close.	PP pupils are in school more often. Persistent absence reduces. Support plans are in place for families who have situations which impact on attendance.

## 5. 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.

### 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 ?
Children can develop their self-esteem and confidence through team work and problem solving.	Train a Forest school leader. Develop a Forest school site and ensure it has the appropriate equipment.	There are children who find school challenging or have difficult home situations. These children benefit from learning with others in a non-academic way. It helps them to develop their sense of achievement, teamwork and problem solving skills in a physical environment. This leads to increased self-esteem and confidence.	Head teacher will ensure the Forest school leader chosen will have the appropriate training. The school will identify a suitable site in the grounds, and develop it as a learning environment for Forest school. It will be resourced with equipment for the children to use, e.g ropes, fire pit etc.	Head Teacher SENDCo	May 2021
Children improve reading and become confident readers	Accelerated Reader program.	Children can develop their reading skills and build confidence using this scheme. They read books, and access quizzes online to test their comprehension. This is something the children can still complete during lockdown. Children have made good progress using this program.	Teachers assess the child's reading age using a star test, then the children access books for their correct level, and complete online tests. This data is then accessible to the teacher who can assess any gaps or difficulties	Teachers/ English lead.	Termly
Children make good progress in Reading Writing Maths.	CPD for Teachers in curriculum, Maths and English. Book looks and lesson observations will enable monitoring and support for teachers. Feedback and lesson design will enable each child	All children benefit from quality first teaching, but those children who have a disadvantage are disproportionately disadvantaged and are more likely to fall behind their peers. Good teaching will make more impact on	Head Teacher will ensure teachers have good access to CPD, and are given the tools to teach well in their classes. Any concerns for children's progress will be flagged early by the teacher	Head Teacher Teachers	Termly

	to access their learning and make good progress.	disadvantaged pupils and reduce the risk of gaps forming.	and intervention will be put into place to address these. If SEND or other barriers are identified the SENDCo will be involved to support.		
<b>Total budgeted cost</b>					£7500
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
KS 2 writing to improve	Targeted writing groups for children in year 4.5.6.	There have been some writing gaps identified in upper KS2. Children will become part of targeted writing groups to develop their understanding in writing for different purposes, and practice writing in a small group to enable effective feedback to develop their writing skills.	Teachers in KS2 will arrange the writing sessions, and the group will be given the chance to develop their skills. Monitoring of this will take place within school. Specific targets will be identified and worked on to show improvements. Teachers will deliver the support for maximum impact.	<b>KS2 Teacher</b>	<b>May 2021</b>

<b>Total budgeted cost</b>					£3500
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation ?</b>
PP pupils are in school as much as non PP pupils.	Attendance will be monitored weekly by the Head teacher and school office. Teachers will understand barriers to attendance and work with the families to remove them.	Pupils who are eligible for PPG are disproportionately disadvantaged by poor attendance in school. They miss learning opportunities and can become disengaged with learning. They will make less progress than pupils who are in school regularly.	Weekly attendance figures will be flagged, any pupils at risk of persistent absence will be identified and the family will be contacted by the Teacher or office. If required, an EHA/ TAF will be put into place to support the child's attendance. All PA will be understood by the school and a plan will be in place.	Head Teacher	Monitor weekly, review termly
COVID 19 response; PP children and families will be supported through school, closures	Weekly check ins with the class teacher and any pupils including PP children who are home learning. Resources and IT given if required to ensure they do not have a barrier to their learning.	PP pupils may not be able to access the resources they require <del>or</del> for home learning, this will prevent them from engaging in learning tasks, and gaps in their learning will widen.	Teachers will call parents weekly to ensure engagement in learning is good. Any issues arising will be rectified to prevent children falling behind. Contact with families will be recorded centrally and monitored by the SENDCo weekly.	Head teacher/ SENDCo	Weekly
<b>Total budgeted cost</b>					£3750

## 6. Review of expenditure

Previous Academic Year 2019/20

### 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
To continue to improve performance of PP children in reading, writing and maths	All teachers mark PP books first <del>PP books are marked first</del>	The teachers have used live marking as a most effective way to give feedback and impact on progress. PP pupils are given priority to this strategy within the lesson.	Live marking will continue to be used in class, feedback will be given to PP children as a priority During Covid lockdown, PP pupils are given resources to support their learning in the form of sheets, books and laptops if needed.	£1000
To support and improve the emotional health of some PP children to improve their learning behaviours. Support from Educational Psychologist and Home School Link worker.	Named member of staff identified as well being lead Zippy programme ran by Educational Psychologist	EP trained teachers in the use of Zippy and apple to deliver emotional support within the class. Children were able to develop their emotional literacy and understanding themselves and each other.	This will continue within the class to help all pupils including PP pupils to develop their emotional literacy	£3385
Support from teaching assistants to support learning and enhance the opportunities for the children	Clear personalised learning approach designed and evaluated by all staff	TAs and Teachers know the PP pupils in their class, they give priority reading lessons, and extra check ins during the lesson to ensure understanding of learning is in place, and children are able to complete their tasks with as much independence as possible.	TA support reading and check ins will continue in class, as well as developing strong relationships and trust to support the child with any barriers that they may have.	£4500
Pupils become more confident readers	Accelerated reading programme	Children from year 3-6 have Accelerated Reading program. Teachers ensured that PP children are engaging with their reading tasks and progressing through the reading program.	AR will continue next year, they will ensure that PP pupils have access to book during lockdown by offering book swaps weekly at school, delivering books if required and checking in on the AR scores.	£1900
To continue to improve the attendance of PP children	Attendance to be followed up by the HT on a daily basis	Attendance of all pupils especially those who are PP has been monitored and contact has made through the Head teacher, School office, class teaches and HSLW for any pupils who are absent from school. Current PP attendance figures <del>ate are</del> PP 91% non	The work of attendance monitoring remains a priority for these children who are persistently absent from school, and close the gap down as much as possible	£400

		PP 98%. There are a number of medical explanations for the attendance of PP pupils, including 2 pupils on reduced timetables.		
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### 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
Continue to improve levels of PP parental engagement and confidence in supporting their children's learning	Termly phone calls from HT or SENDCo.  HSLW support where necessary	Additional efforts have been put into place to engage parental support in school including Maths training for parents. Teachers contact parents to build positive relationships with their parents developing an improving a culture of open communication.	As the school grows, parental engagement continues to be a priority, a new SENCo and Head Teacher are also working on developing trusting relationships with parents alongside the current staff.	£400

### 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
Increased confidence, reduced anxiety: feeling in line with peers; equality of opportunity	Enrichment activities such as additional music lessons, books, PE equipment, puppets for emotional expression	The school was able to contribute financially to a number of PP activities including school trips, helped with contributions towards swimming and resources in school.	There will be continued financial support available to ensure no child misses out on enrichment activities	£2500

## 7. Additional detail

