

## Pupil Premium Strategy 2020 — 2021

### How we will spend the pupil premium to address these barriers

Results over time demonstrate that our Pupil Premium children perform in line with Non Pupil Premium children. As a school our progress scores are broadly in line with national averages and our pupil premium scores mirror this. In 2018 our children attained less well than 2017 but progress was above average in RWM. In 2019 our KS2 PP children performed better than Non Pupil Premium children in Maths and Writing and just below in reading. KS1 children are below national averages which is a result of their low starting points. We have a Nursery class now and last year time was invested in supporting early intervention so we will track this and offer more support this year. We will continue to spend in the same areas next academic year with a few changes to reflect our ongoing approach to innovation to enhance positive change. We will spend more on reading resources, reading teaching and invest more time in reading and sequenced learning and recall strategies CPD through “being the best teacher I can be” time. We will continue investing in Forest School for all children in the school (following numerous visits to other schools in similar settings by SMT to gauge its potential impact) which will support the development of resilience, vocabulary enrichment and independence for all children. This is based on research from Dr Janine Coates of the School of Sport, Exercise and Health Sciences and Dr Helena Pimlott-Wilson of the Department of Geography who have conducted preliminary research in two primary schools in Nottinghamshire, one early years foundation class (4-5 years) and a Year 4 class (8-9 years). Mastery in maths will be started in the school in 2 classes and rolled out as training completes for these teachers. Learning by questions will be utilised in year 6 (BETT winner 2019). We will also employ an additional teacher in year 6 for an additional 1.5 days per week (thursday ad Friday) to support review of the week learning and pretending for the following week. This teacher will form part of a team of 4 adults writing with this class.

### How impact is measured

- All key stages have action plans which relate to whole school priorities and specific groups of children which they develop through the academic year.
- Pupil progress meetings 3 times per year where individual children are identified and monitored for progress in class and through interventions.
- Ongoing formative assessments and summative assessments - progress for children eligible for PP demonstrates a narrowing of the gap.
- Use of CPD time for all teachers is tracked in CPD “big books” through the “Being The Best Teacher I Can Be” programme.
- Attendance action plan identifies groups of children who need further support through the year to ensure improved outcomes, home visits by teachers in all classes 3 times per year to children identified as needing to make better progress.
- Home visits 3 times per year with class teachers and pastoral teacher to families homes across the school.
- Interventions / additional support team leader analyses data and impact through the year and makes changes as appropriate to practise and focus areas.
- **This strategy will be reviewed in October 2020 and will also be monitored after every pupil progress meeting**

### Why we do what we do!

**Our approaches are informed through Education Endowment Fund research where studies which have high impact are implemented in our approaches. These especially include feedback, metacognition, reading comprehension and collaborative learning which is through integrated and DIAL teaching approaches in key stage 1 and key stage 2 respectively. Whole class teaching approaches are also utilised where appropriate.**

**We have run a very successful and popular breakfast club for well over a decade. This was in place before the pupil premium existed and caters for over 100 children every day. The only cost is 20 pence per item of food. It has supported our school community as an affordable before school child care service. Its impact is huge. We believe that this offer is core to what we have always provided for all children and so we have not used pupil premium funding for it, rather we have invested in other priorities of which we have plenty. The Magic breakfast (from the sugar tax) now supports this with free bagels for all children in every class every day made by our caring staff.**

**Barriers**

- 1 - Children entering reception class with basic and other skills which are significantly below their peers nationally to be given additional support.
- 2 - Attendance - some families and children need a better understanding of the importance of good attendance and its impact on academic achievement.
- 3 - Accessing the curriculum at an age appropriate level and the need for additional support to build towards independently achieving this over time.
- 4 - Independence, self esteem, resilience and problem solving skills need support to develop into strong metacognitive skills.
- 5 - Challenging poor self opinion and raising aspirations about what one can be in life.
- 6 - Mobile pupils moving into local social housing being quickly integrated to allow them a chance to succeed.
- 7 - Minimising class sizes and adding specific support where appropriate to accelerate progress and maximise attainment.

Barrier	What we do	Cost	Impact
1,3,4	<b>Smaller Class size in EYFS</b>  <b>Create a small year 2/1 class for children who need additional support after exit from reception class.</b>	20K	
3,4,5	<b>LSA's x 3 KS1</b> <b>Working with children every morning 1:1 to improve phonics, reading maths and writing.</b>	20K	
1	LSAx1 Reception <b>Working with children 2 days per week to raise attainment</b>	7K	
1,3,4,5	LSA Reception <b>Working with children – English &amp; Maths and PSHCE</b>	7K	

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3	<b>Reading recovery teacher &amp; Interventions / pupil progress lead Year 1 pupils and other pupils in school</b> <b>Around 14 – 18 children per year.</b> Reading recovery for our most vulnerable year 1 and 2 readers readers. Toe By Toe and dyslexia reading recovery for older pupils. Reading groups and 1:1 reading with other KS1 and KS2 children. Home visits.	45K	
6,4,3	SENCO release to support the needs of children across the school and ensure that interventions and documentation to support the children is in place. Liaise with agencies with pace and rigour.	20K	
All	<b>Contribution to free school meals</b>	20K	
4	Forest school practitioners and associated being the best teacher I can be time for teacher CPD linked to reading, sequenced learning and recall strategies. Links to our curriculum for knowledge acquisition outdoors. Forest school supports PSHCE curriculum and also respect for fire and knives through safely using these items and learning about their respectful safe use first hand.	20K	

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3	Additional adults in year 6 alongside learning by questions hardware (BETT winner 2019 and EEF catch up aligned) Run every key stage 2 class (utilising money from covid catch up grant to support this)	12K	
2,5,6	Pastoral Teacher 3 days per week to support attendance and support for our most vulnerable children and their families.	28K	
Total Spend - £199,000			