

Pupil premium strategy statement (primary)

1. Summary information					
School	Ashton St. Peter's CoE VA Primary School				
Financial Year April-April	2020-2021	Total PP budget	£29,505	Date of most recent PP Review	Mar 2020
Total number of pupils	197	Number of pupils eligible for PP	19	Date for next internal review of this strategy	Sept 2020

Attainment – end of KS2 data This has been teacher assessed due to Covid 19 measures			
Whole school comparisons – 5 /30 pupils PP	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP</i>	<i>National Average</i>
% achieving in reading, writing and maths	40%	72%	N/A
% achieving in reading	100%	88%	
% achieving in writing	100%	88%	
% achieving in maths	20 %	84%	
Progress percentages show maintained progress from KS1-KS2 Progress+ means accelerated progress.			

% making progress in reading	100% Progress + 20%
% making progress in writing	100% Progress + 20%
% making progress in maths	80% Progress + 20%

Attainment – end of KS1 data This has been gathered using PiRA and PUMA assessments together with Teacher assessment for writing, in Autumn 2020, due to Covid measures.			
Whole school comparisons – 3 /30 pupils PP	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP</i>	<i>National Average</i>
% achieving in reading, writing and maths	33.33%	56.66%	N/A
% achieving in reading	66.66%	63.27%	

% achieving in writing	33.3%	56.61%	
% achieving in maths	33.3%	59.94%	

Progress percentages show maintained progress from ELG-KS1

% making progress in reading	100%
% making progress in writing	100%
% making progress in maths	100%

Attainment – Year 1 Phonics data This was gathered in early Autumn 2020, due to Covid measures.

Whole school comparisons – 1 /25 pupils PP	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP</i>	<i>National Average</i>
% achieving	100%	50%	N/A

2. Barriers to future attainment (for pupils eligible for PP, including high ability) - taken from Provision Maps and discussion with staff

In-school barriers (*issues to be addressed in school, such as poor oral language skills*)

A.	Pupils with significant pastoral needs not being ready to learn in class. (Being in a secure place mentally/emotionally)
B.	Lack of interest in reading and resilience to tackle challenging texts; resulting in poor reading fluency, stamina or progress.
C.	Lack of phonic knowledge leading to lack of progress in reading and writing.
D.	Gaps in prior learning due to a range of circumstances - Covid-19, poor punctuality or attendance, school mobility.

External barriers (*issues which also require action outside school, such as low attendance rates*)

E.	Habitual lateness /attendance not hitting targets.
F.	Lack of access to resources such as technology, books, life experiences.

G.	Lack of access to positive role models or regular routines; reading, homework, spellings, having correct equipment in schools.(e.g. P.E equipment).
-----------	---

3. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A	Pupils emotional well-being needs are met.	Pupils and parents continue to engage with pastoral interventions provided until it is no longer felt necessary by either the mentor, child or parents.
B	In all Year groups pupils in receipt of Pupil Premium will meet or exceed targets.	End of Year assessments will at least match predictions. All pupils will have met their target based on prior attainment.
C	Improved outcomes in Phonic assessments. At the end of KS2 Pupil Premium pupils will make at least expected progress from KS1 outcomes in Reading and Writing.	Phonic assessments will exceed last year's data All pupils will have met or exceeded their target based on prior attainment.
D	Improved outcomes across all subject areas.	Pupils learning gaps will have decreased.
E	Disadvantaged pupils who have identified issues related to punctuality and attendance - these KPI will improve.	The individual tracking data for identified pupils will show improvement.
F	Pupils will have the opportunity to broaden their cultural capital.	Pupils will experience a wide range of social/cultural and sporting experiences.
G	Parental engagement within school and perceptions of Education will improve. Priority will be based on learning and achievement.	Parents will engage with information presented online and maintain close contact with class teachers, whilst ensuring their children complete home learning tasks. Diaries and reading records will be signed. , Parent Consultations will be attended.

4. Planned expenditure

Academic year	Sept 2020- Sept 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?
------------------------	---------------------------------	--	--	-------------------	---

<p>In all year groups pupils in receipt of Pupil Premium will meet or exceed targets.</p> <p>At the end of KS2 Pupil Premium pupils will make at least expected progress from KS1 outcomes.</p>	<p>Daily systematic teaching of phonics in EYFS and KSI</p> <p>Reading comprehension and understanding of prosody strategies taught to all staff to ensure all pupils can access texts within the classroom, including explicit teaching of vocabulary across all subject areas. (Reading Fluency project)</p> <p>Use of VIPERS model</p> <p>Daily reading aloud</p> <p>CPD for all: Both internal/external. Use of 'No more marking' to increase accuracy in teacher assessment.</p> <p>Continued CPD at internal staff training meetings, HFLcluster meetings, personal research (Blogs etc)</p> <p>Provision of skilled TAs in each class</p> <p>Carefully structured tasks in mixed ability working groups</p> <p>Pupil Progress Meetings to look at current data and to update Provision Maps.</p>	<p><i>EEF (Education Endowment Foundation), "Reading comprehension strategies focus on the learners' understanding of written text. Pupils are taught a range of techniques which enable them to comprehend the meaning of what they read... On average, reading comprehension approaches deliver an additional six months' progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge."</i></p> <p>What happens in the classroom makes the biggest difference: improving teaching quality generally leads to greater improvements at lower cost than structural changes. There is particularly good evidence around the potential impact of teacher professional development.</p> <p><i>EEF 'In the most positive examples (of progress), it is likely that support and training will have been provided for both teachers and TAs so that they understand how to work together effectively. There is also evidence that working with TAs can lead to improvements in pupils' attitudes, Research which focuses on teaching assistants who provide one to one or small group support shows a stronger positive benefit of between three and five additional months on average. Often support is based on a clearly specified approach which teaching assistants have been trained to deliver.'</i></p> <p><i>EEF-'The impact of collaborative approaches on learning is consistently positive'. 'Approaches which promote talk and interaction between learners tend to result in the best gains'</i></p> <p>Over 40 years a number of systematic reviews and meta-analyses have provided consistent evidence about the benefits of collaborative learning'</p>	<p>Data tracking Observations Progress meetings Mentoring Shared lesson planning/delivery CDP</p>	<p>JI, DB, SM</p>	<p>Half-termly</p>
<p>KS2 SATs attainment and progress reach targets</p>	<p>Invitations to Booster classes, for targeted pupils. Followed up by phone calls if necessary.</p>	<p><i>EEF-'Targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment'</i></p> <p>Current SATs outcomes suggest that it is a successful strategy to provide 'over-learning' of skills/knowledge and it boosts confidence.</p>	<p>Experienced teachers run sessions. Careful consideration is given to the focus of sessions based on information gathered from progress meetings.</p>	<p>JI, DB, SM</p>	<p>Half-termly</p>

Gaps will be decreased. Pupils will have cultural capital.	Pupils will be offered a carefully re-mapped curriculum, with prior and future learning carefully planned in. As far as possible children will continue to experience visitors and workshops (virtually if need be) and range of extra-curricular activities, such as sports clubs	Access to real life experiences helps children to develop knowledge and make links with learning. Adventure style activities help children to develop resilience and perseverance. Our school vision is that <i>'We will prepare children to flourish academically and spiritually.'</i> <i>EEF-'Overall, studies of adventure learning interventions consistently show positive benefits on academic learning'</i> <i>'The evidence suggests that the impact is greater for more vulnerable students'</i>	Teachers will implement opportunities for revision to cover gaps and recall learning and introduce the use of knowledge organisers for support. Opportunities for real-life experiences and extra-curricular activities will be planned for and logged by class teachers.	DB, all class teachers.	Termly
Total budgeted cost					Training/cover £2000 Cultural experiences £8,000 TA support £12,000
One to one support, Reading project, Comparative Judgement, SLT release time and subsidy for trips and workshops					
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?
Pupils emotional well-being needs are met.	Nurture both for individuals and groups -weekly or on an ad hoc basis as the needs change. Working with our therapy dog.	EEF, "Interventions which target social and emotional learning (SEL) seek to improve pupils' interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community... On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment." Our school vision is that: <i>'We will prepare children to flourish academically and spiritually.'</i> Children's well-being is a priority in our school.	Regular meetings between teachers and nurture lead.	All staff LB	Half -termly.
Improved phonics	Small group catch-up intervention led by experienced T.As	<i>EEF-'Targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment'</i>	Half-termly assessments	EYFS and KS1/2 staff SM	Half-termly

Improved reading fluency and vocabulary	Small group intervention 3xweek x6weeks. Whole class reading should include Reading Fluency Project strategies Training opportunity available in January for KS1	<p><i>EEF 'Schools should use structured interventions with reliable evidence of effectiveness.'</i></p> <p><i>Herts for learning-'Over 1000 pupils have now taken part in the KS2 Reading Fluency Project. On average, in just 8 weeks, pupils have made 2 years and 3 months progress in reading comprehension age*.'</i></p> <p><i>*as measured by the YARC assessment tool.'</i></p> <p>The Reading Fluency Project in 2019-20 was particularly successful, with an initial group score of 16.7, increasing to 39 at the end of the project.</p>	Monitoring planning and use of resources. Assessments at the beginning and end of the project. Pupil Progress meetings.	All teaching staff involved in delivering project. SM	Termly
Improved fluency in Maths for Years 3 to 6	Third space learning opportunity	<p><i>EEF-'Targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment'</i></p> <p><i>EEF 'Schools should use structured interventions with reliable evidence of effectiveness.'</i></p> <p><i>"The pupils using Third Space were in the high 90s initially, most of them are now mid to high 100s... 105, 106, 107. They've progressed fantastically!"</i></p> <p><i>David Longley</i> <i>Assistant Principal, Crookesbroom Primary Academy</i></p>			
Maths progress for those in receipt of PPG in Year 6 will show improvement.	Specialist Maths T.A early intervention and conferencing sessions.	EEF-'Targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment'	Weekly assessments and progress meetings	Jl DB SM	
Reading Fluency, Online learning, Booster sessions, Nurture Support ,				Total budgeted cost:	£6,600 (GD, LB,Third space)
iii. Other approaches:			Conferencing, CPD, one to one 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?
Disadvantaged pupils punctuality and attendance to improve	First day calling. Parents are given data which shows lost learning hours	Parents may not realise the cumulative nature of (for example) 10 mins lost a day. Children will have access to early morning intervention, if punctual.	Disadvantaged pupils punctuality and attendance will improve.	Jl DB	Termly

	<p>per year in individual meetings. Rewards for individual's improved punctuality and attendance. Children are offered access to Early Birds wrap around care.</p>	<p>Children will be in school, have eaten breakfast and be ready to learn.</p>			
<p>Parental engagement within school and perceptions of education. Priority placed upon learning and achievement.</p>	<p>Parents will receive regular communication online or by phone or letter to update them on planned learning and progress. Parents will be encouraged to experience learning with their children from home <u>and will receive clear information about strategies to help with this.</u> Parents will be invited to celebrate their children's achievements.</p>	<p>Fostering parental engagement, particularly with first-borns as children enter school, has a positive knock-on effect for siblings. Helping parents develop the skills to support their children early on is beneficial. Children will feel a sense of achievement and be ready to learn.</p>	<p>Weekly newsletters Diarised events Use of Google Classroom</p>	<p>DM SM Class teachers</p>	<p>Termly</p>
<p>Providing an environment/opportunity for pupils to do homework</p>	<p>Breakfast and After school Provision for PPG pupils Online learning support</p>	<p>Homework completion is identified as a barrier to learning – as are regular routines.</p>	<p>Register of attendance Online support materials for home learning Greater communication with parents through Google classroom.</p>	<p>JI</p>	<p>Termly</p>
<p>Communication, Engagement, Wrap-around care, FSM, School uniform, Revision guides, school equipment Total Budgeted Cost</p>					<p>FSM £3600 Other £1000</p>

5. Review of expenditure

Previous Academic Year	<p>2019-2020</p> <p>Due to the changes to educational provision caused by the COVID-19 pandemic the detail in this Pupil Premium strategy is still under review. 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.</p> <p>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:</p> <p>Step 1 - Children attended school Step 2 - Ensuring children have the correct tools to complete home learning Step 3 - Family support through communication with families</p>
-------------------------------	---

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																								
<p>In all year groups pupils in receipt of Pupil Premium will meet or exceed targets.</p> <p>At the end of KS2 Pupil Premium pupils will make at least expected progress from KS1 outcomes.</p>	<p>Reading comprehension strategies taught to all staff to ensure all pupils can access texts within the classroom</p> <p>Participation in Reading Fluency Project for those at risk of underachievement in Year 6</p> <p>CPD for all: Both internal/external. Use of 'No more marking' to increase accuracy in teacher assessment.</p> <p>Continued CPD at internal staff training meetings, HFLcluster</p>	<p>Percentage of PP pupils who met their progress targets 2019 – 2020</p> <p>Second percentage shows the percentage of those pupils who made accelerated progress.</p> <p>These are based on PUMA and PiRA tests and TA for writing.</p> <p>NB please see in school lists to see numbers of pupils in each year group, some children have left and have not been assessed.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Maths</th> <th>Reading</th> <th>Writing</th> </tr> </thead> <tbody> <tr> <td>Overall</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Year 1</td> <td>100%</td> <td>100% 100%</td> <td>100%</td> </tr> <tr> <td>Year 2</td> <td>100%</td> <td>100% 20%</td> <td>100%</td> </tr> <tr> <td>Year 3</td> <td>75%</td> <td>100% 33.3%</td> <td>33.3%</td> </tr> <tr> <td>Year 4</td> <td>100%</td> <td>0%</td> <td>100%</td> </tr> </tbody> </table>		Maths	Reading	Writing	Overall				Year 1	100%	100% 100%	100%	Year 2	100%	100% 20%	100%	Year 3	75%	100% 33.3%	33.3%	Year 4	100%	0%	100%	<p>Pre Covid-19, these strategies were working successfully; The Reading Fluency Project was particularly successful, with an initial group score of 16.7, increasing to 39 at the end of the project.</p> <p>It was decided that Letters and Sounds would be used to teach phonics, ensuring a consistent and coherent strategy which led to the revision of the school reading scheme; new books were purchased, so as to ensure alignment with Nationally implemented schemes and to closely match phonic progression.</p> <p>Training of other staff will be continued since it was not possible to put in place in all Year groups because of Covid 19.</p> <p>Learning was carefully monitored by data tracking, observations, progress meetings, mentoring and shared lesson planning/delivery, ensuring timely intervention where necessary.</p> <p>A clear pedagogy is instrumental in success-Revisit, Teach, Practise, Apply, with daily evaluation.</p> <p>No more marking will continue, as confidence in writing assessment improves and new or returning staff will benefit from this CPD opportunity.</p>
	Maths	Reading	Writing																								
Overall																											
Year 1	100%	100% 100%	100%																								
Year 2	100%	100% 20%	100%																								
Year 3	75%	100% 33.3%	33.3%																								
Year 4	100%	0%	100%																								

	<p>meetings, personal research (Blogs etc)</p> <p>Provision of skilled TAs in each class</p> <p>Carefully structured tasks in mixed ability working groups</p> <p>Pupil Progress Meetings to look at current data and to update Provision Maps.</p>	<table border="1"> <tr> <td data-bbox="672 108 846 197">Year 5</td> <td data-bbox="846 108 1016 197">50%</td> <td data-bbox="1016 108 1189 197">50%</td> <td data-bbox="1189 108 1361 197">75%</td> </tr> <tr> <td data-bbox="672 197 846 309">Year 6</td> <td data-bbox="846 197 1016 309">80% 20%</td> <td data-bbox="1016 197 1189 309">100% 20%</td> <td data-bbox="1189 197 1361 309">100% 20%</td> </tr> </table>	Year 5	50%	50%	75%	Year 6	80% 20%	100% 20%	100% 20%	<p>Pupil progress meetings will remain as an invaluable source of monitoring and discussion of pupils' needs, with actions identified and acted upon promptly.</p>
Year 5	50%	50%	75%								
Year 6	80% 20%	100% 20%	100% 20%								
<p>KS2 SATs attainment and progress reach targets</p>	<p>Invitations to Booster classes, for targeted pupils. Followed up by phone calls if necessary</p>	<p>Previous SATs outcomes suggest that it is a successful strategy to provide 'over-learning' of skills/knowledge and it boosts confidence</p>	<p>These will definitely continue. Although SATs were not carried out, previous data indicates steady progress as children's confidence improved.</p>								
<p>Pupils will have cultural capital</p>	<p>Pupils will be offered a range of extra-curricular activities, such as clubs, trips, workshops, residential trips.</p>	<p>Pupil Voice indicates that these are the best links with learning. Children feel that they have developed in resilience and perseverance. Our school vision is that 'We will prepare children to flourish academically and spiritually'.</p>	<p>These will definitely continue, where possible-with particular emphasis in Year 6, in order that children develop high aspirations and the confidence to transition successfully into secondary school.</p>								
<p>ii. Targeted support</p>											
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p>Lessons learned (and whether you will continue with this approach)</p>								
<p>Disadvantaged pupils punctuality and attendance to improve</p>	<p>Parents are given data which shows lost learning hours per year in individual meetings. Rewards for individual's improved punctuality and attendance.</p>	<p>95%, still just below the target up until March, but this figure has definitely been as a direct result of the situation around the Covid-19 pandemic.</p>	<p>Yes. We will also continue with 'First day calling'. Communication will be further improved with the use of Google classroom and regular phone calls home where a child is unwell.</p>								

	Children are offered access to Early Birds wrap around care.		
Pupils emotional well being needs are met.	Nurture groups - weekly or on an ad hoc basis as the needs change.	The need for nurture significantly increased during the year and children, teachers and parents have recognised the benefits.	Definitely needs to continue, the needs are increasing all the time and particularly since Covid-19. Group nurture sessions will be held where children have similar needs.
Improved speech and language skills	Small group intervention, led by T.A	Difficult to monitor and assess, although the children enjoyed the experiences.	Difficult to monitor, it has been decided that using Reading Fluency strategies in small groups of identified children together with the inevitable language acquisition would be more structured and easier to measure progress.
Maths progress for those in receipt of PPG in Year 6 will show improvement	Specialist Maths T.A early intervention and conferencing sessions	Sustained impact on confidence and attainment.	Early intervention, pre-teaching and extra practice has been very effective and will continue.
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)
Parental engagement within school and perceptions of education.. Priority placed upon learning and achievement.	Parents will receive invitations to attend a range of in-school activities, to experience learning with their children. Parents will be invited to celebrate their children's achievements.	Attendance at Parents evenings was excellent During Covid 19 lockdown, parents were in closer contact by email regarding learning, though many found the whole experience stressful and daunting. Unfortunately many planned celebration activities did not take place.	To be continued as much as is possible, much more will be online now however, due to restrictions.
Improving punctuality and providing an environment for pupils to do homework	Breakfast and After school Provision for PPG pupils	This has been an invaluable provision for a number of children.	To continue. Only 33% of PP children achieved the school target of 96.7%

6. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.

Total spend: £33,200 (£3,695 top up from school funds)