

Pupil Premium Strategy Statement - Priestsic Primary and Nursery School 2020-2021



1. Summary information					
School	Priestsic Primary and Nursery School – September 2020				
Academic Year	2020-2021	Total PP budget	17,7540 (5136 EYFS) (2345 Post LAC) (310 Service Children) Total – 180,195	Date of most recent PP Review	July 2019
Total number of pupils		Number of pupils eligible for PP	164 (35%)	Date for next internal review of this strategy	

1. Current attainment		
Teacher Assessments: Y6 data at the end of Spring 2 2020 (61pupils, 24pp and 37non pp) 38% pp	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (in school)</i>
% achieving expected standard or above in reading, writing & maths	33%	66%
% making expected progress in reading (as measured in the school)	54%	73%
% making expected progress in writing (as measured in the school)	50%	75%
% making expected progress in mathematics (as measured in the school)	62%	76%

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2. Barriers to future attainment (for pupils eligible for PP)		
In school barriers (issues to be addressed in school, such as poor oral language skills)		
A.	Disadvantaged pupils’ speech and language skills are very low on entry to Nursery. This slows their progress in many areas of learning into KS1 and beyond.	
B.	Disadvantaged pupils enter the Foundation Stage with poor oral language skills and limited experience of the world, either first hand or through books. This has a significant effect on their ability to write, in terms of composition, and slows their progress in both reading and writing into KS1 and beyond.	
C.	A range of social and emotional issues heightened by Covid-19 and the subsequent extended school closures are hindering the progress of our PP children.	
D	A widening of learning gaps in reading, writing and mathematics for pupil premium pupils as a result of the extended school closures caused by Covid-19.	
E.	High ability pupils who are eligible for PP are making less progress than other high ability pupils across the school. This prevents sustained high achievement in Key Stage 2.	
External barriers (including issues which also require action outside school, such as low attendance rates)		
F.	Disadvantaged pupils have limited experience and knowledge of their own community and the wider world. This has a significant impact on their vocabulary, comprehension skills and ability to be creative writers that is required to access the curriculum and achieve age related expectations.	
G.	Disadvantaged pupils’ knowledge of the social conventions of language and interaction is limited and some families are not able to help their children gain these skills. Some pupils also struggle with expressing their feelings and emotions and with creating and maintaining healthy attachments and relationships.	
H.	Low value put on academic achievement in some parts of the community, leading to low levels of aspiration.	
I	Disadvantaged pupils’ attendance was 91.3% in 2019-2020. This reduces their school hours and can cause them to fall behind their peers. (Data measured from 2.9.20 – 14.2.20 due to impact of COVID-19)	
3. Intended outcomes (specific outcomes and how they will be measured)		Success criteria
A.	To improve pupils’ speech, language and communication skills across the EYFS.	Disadvantaged pupils in EYFS make accelerated progress of at least 4 bands in speaking, listening and understanding across three terms. The proportion of disadvantaged pupils meeting age related expectations in C&L increases.

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B.	To improve progress and attainment in reading and writing for disadvantaged pupils in EYFS and Year 1.	<p>Data shows disadvantaged pupils make accelerated progress through the book bands, in comprehension skills, and in the pace and fluency of their reading.</p> <p>Data shows the proportion of disadvantaged children achieving age related expectations in writing has increased.</p>
C.	To increase self-esteem, confidence and resilience to learning experienced by children in challenging circumstances.	<p>Class Dojo data shows that increasing numbers of disadvantaged children are earning self-belief, resilience and independence points. Lesson observations show increased numbers of children demonstrate resilience to learning and self-belief during lessons.</p> <p>For children who are experiencing difficulties at home which may affect learning will be given targeted pastoral support. (Forest schools, 1-1 Casey Counselling sessions, small group positive play sessions with lead MDS)</p> <p>Pupil Premium Pupils will display equal resilience, self-confidence and achievement with their non-disadvantaged counterparts.</p>
D.	To improve the attainment and progress of disadvantaged pupils in KS2 in writing, reading and maths.	<p>Disadvantaged pupils' work shows evidence of improved sentence structure, wider use of adventurous vocabulary, application of age related grammar elements and extended independent writing. Maths intervention data shows gaps in pupils' key learning are closing. Reading data shows improved outcomes in reading fluency and comprehension skills.</p>
E.	Sustain higher rates of combined progress across Key Stage 1 and Key Stage 2 for identified high attaining pupils eligible for PP.	<p>Pupils eligible for PP identified as high ability make as much progress as other pupils identified as high ability across Key Stage 1 and Key Stage 2 in reading, writing and maths.</p> <p>HA disadvantaged pupils are on track to achieve the higher standard.</p>

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F.	To ensure curriculum coverage provides a range of experiences for all disadvantaged children in order to increase knowledge of the wider world and local community.	A knowledge rich curriculum is implemented which inspires pupils and offers them the opportunity to learn about our world and raises aspirations. Increased vocabulary and comprehension skills are evidenced by improved outcomes. Children are applying their knowledge of the world, increased vocabulary and creative to their independent writing. Writing outcomes following aspiration events will be of a higher standard in terms of vocabulary and creativity.
G.	To provide disadvantaged children with the social and emotional skills they require in order to self – regulate behaviour and manage emotions.	Behaviour log shows reduced incidence for disadvantaged children. Lesson observations show increased engagement and participation in learning for disadvantaged children – confident and resilient learners who can apply taught strategies for resilience.
H.	Increased levels of aspiration in all children, especially those who are disadvantaged.	An aspirational curriculum is implemented that allows children the opportunity to explore the wider world and what is achievable. The curriculum accounts for diversity and celebrates success in all walks of life.
I.	To decrease the proportion of disadvantaged pupils who are persistent absentees and maintain the gains made in the attendance of disadvantaged pupils last year Overall attendance for disadvantaged pupils is in line with the school's target of 96%. The percentage of disadvantaged pupils who are persistent absentees reduces from current levels to become close to, or below the national average.	To decrease the proportion of disadvantaged pupils who are persistent absentees. /Overall attendance for disadvantaged pupils is in line with the school's target of 96%. The percentage of disadvantaged pupils who are persistent absentees reduces from current levels to become close to, or below the national average.

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Pupil Premium Action Plan 2019 – 2020 Planned Expenditure						
Action or approach	Allocated funding	New or continued	Targeted groups	Intended outcomes (impact on attainment)	Staff lead	Evaluation methods
Teaching:						
<u>Professional Development – coaching programme</u> Deputy Headteacher x 1.5 days per week Focus on improving the standard of quality first teaching through a programme of coaching and support across KS1.	£24,831	Continued	All PP children throughout school.	<p>Monitoring show teachers have secure subject knowledge for the lessons they teach and can present subject matter confidently enabling pupils to make expected progress from their starting point and achieve their predicted targets.</p> <p>Monitoring shows effective strategies for supporting disadvantaged children are established and enable pupils to make expected progress.</p> <p>A culture of self-reflection is embedded resulting in dissemination of good practice between colleagues.</p> <p>Resulting in improved outcomes for disadvantaged pupils across the school.</p> <p>Spring 21 updates:</p>	HT DHT	<p>Clear cycle of monitoring and evaluation linked to SIP</p> <p>Regular data reports for governors.</p>
<u>Professional Development – coaching programme</u> Deputy Headteacher x 2 days per week Focus on improving the standard of quality first teaching through a programme of coaching and support across KS2.	£30,813	Continued	All PP children throughout school.	<p>Monitoring show teachers have secure subject knowledge for the lessons they teach and can present subject matter confidently enabling pupils to make expected progress from their starting point and achieve their predicted targets.</p> <p>Monitoring shows effective strategies for supporting disadvantaged children are established and enable pupils to make expected progress.</p>	HT DHT	<p>Clear cycle of monitoring and evaluation linked to SIP</p> <p>Regular data reports for governors.</p>

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Employment of Pupil Premium Lead x 1 day per week	£15,406	Continued	All PP children throughout school.	<p>Development of a Priestsic Pastoral Team Coaching and mentoring support to increase the percentage of teaching judged to be good or better.</p> <p>Regular and robust monitoring and evaluation of PP spend and impact of interventions.</p>	HT PP lead	<p>Termly PP team meetings</p> <p>Clear cycle of monitoring and</p>

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				<p>Governors fully informed on progress and attainment for disadvantaged children and how this compares to non PP and nationally.</p> <p>Resulting in improved outcomes for disadvantaged pupils across the school.</p> <p>Spring 21 updates:</p> <p>Regular standards and assessment reports are produced and shared with governors – gaps between DP and non DP are identified and strategies implemented to reduce. Partial school closures throughout the year have made monitoring of progress challenging, summative assessments undertaken in the summer term to ascertain gaps in knowledge and skills. Pupil progress meetings and class action plans will then identify children at risk of not making expected progress and interventions provided, tracked and evaluated.</p>		<p>evaluation linked to SIP</p> <p>Regular data reports for governors.</p>
<p><u>Record and Reflect Equipment:</u></p> <p><u>Swivl</u></p> <p>Purchase of the Swivl C3 robot X2</p> <p>Purchase of 2 x floor stands.</p>	£2000	New	<p>All PP children throughout school.</p>	<p>An ethos of self – reflection and improvement is embedded across school, leading to teachers actively seeking advice and support for further improvement and disseminating of good practice.</p> <p>Future development – increased parental engagement thought the use of “teacher explanation” videos in the website. Video Library for parental support.</p> <p>Spring 21 Updates:</p> <p>During blended learning staff utilised technology well to provide “how to “ videos for the school website which were designed to support parents in supporting their children whilst learning from home.</p>	<p>HT</p> <p>PP lead</p>	<p>Clear cycle of monitoring and evaluation linked to SIP</p> <p>Regular data reports for governors.</p>

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					40.5% of total spend	£73,050
Targeted Academic Support:						
<u>1:1 and small group tuition - NELI</u> To provide support to pupils individually and in small groups to improve communication and language skills through the use of the Nuffield Early Language Intervention . This also includes the use of an additional SALT TA in EYFS 2.5 days per week. A, C and F	£14,481	continued	PP pupils in F1&2 with very low attainment on entry Individual PP pupils in EYFS and KS1 whose learning is affected by speech and language difficulties	The gap between non-disadvantaged pupils and disadvantaged pupils begins to narrow. The percentage of PP children achieving ARE in communication and language improves. Spring 21 Updates: This intervention was initially paused due to the pandemic affecting training opportunities. We have signed up for the assessment element of the programme and these are now underway. There is currently discussion with NELI about the intervention continuing into Year 1 as the children have to undertake the programme over two full terms.	EYFS lead NK SENCO	F1 termly data F2 half termly data Evaluation reports - SALT TA reports
<u>1:1 and small group tuition</u> Additional teacher half a day per week in Year 1 to provide targeted phonics support.	£4,873			Higher proportion of disadvantaged children passing year 1 phonics screening check. December Review – the focus on the intervention was quickly shifted to Year 2 in light of the phonics screen	KS1 English lead	Yr1/2 termly data Evaluation reports from phonics

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				check being brought into Autumn term and the lost learning from the partial school closures.		screening checks																												
				<table><tr><td>Year 2 /60</td><td>All pupils /60</td><td>Less absent pupils /57</td><td>Less absent pupils and pupils with EHCP, complex SEND, disapplied pupils /52</td></tr><tr><td>All pupils</td><td>43/60 72%</td><td>43/57 75.5%</td><td>43/57 83%</td></tr><tr><td>Disadvantaged pupils</td><td>10/19 53%</td><td>10/18 56%</td><td>10/13 77%</td></tr><tr><td>Non-disadvantaged pupils</td><td>33/41 80%</td><td>33/39 85%</td><td>33/39 85%</td></tr><tr><td>EAL</td><td>6/7 86%</td><td>6/6 100%</td><td>6/6 100%</td></tr><tr><td>Boys</td><td>17/29 59%</td><td>17/28 61%</td><td>17/ 25 68%</td></tr><tr><td>Girls</td><td>27/31 87%</td><td>26/29 90%</td><td>26/27 96%</td></tr></table>	Year 2 /60	All pupils /60	Less absent pupils /57	Less absent pupils and pupils with EHCP, complex SEND, disapplied pupils /52	All pupils	43/60 72%	43/57 75.5%	43/57 83%	Disadvantaged pupils	10/19 53%	10/18 56%	10/13 77%	Non-disadvantaged pupils	33/41 80%	33/39 85%	33/39 85%	EAL	6/7 86%	6/6 100%	6/6 100%	Boys	17/29 59%	17/28 61%	17/ 25 68%	Girls	27/31 87%	26/29 90%	26/27 96%		
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<p><u>1:1 Online tuition</u></p> <p>To accelerate the progress of disadvantaged pupils in maths in Y6 by filling the gaps in their learning through an individual weekly tutor led IT session – 3rd Space Learning.</p> <p>C,D and E</p>	<p>£6866</p> <p>13 children will be paid for in full via the PP funding.</p> <p>13 children will be paid for via the NTP catch up funding – 25% of original cost.</p>	<p>Continued</p>	<p>PP pupils in Y6 (Y5 in summer 2020) who have identified gaps in their learning including HA pupils</p>	<p>Targeted pupils make accelerated progress as the gaps in their maths learning are filled and achieve their targets for EXS or GDS</p> <p>Spring 21 Review Third space learning programme run in year 6 continued to be available to children during the pandemic. However, engagement levels were low. 25 year 6 now access 3rd space intervention weekly in school following a bespoke programme of tuition.</p>	<p>AM = maths lead</p>	<p>Termly intervention data School's assessment information</p>
<p><u>1:1 and small group support:</u></p> <p>To accelerate the progress for the most vulnerable readers from FS2 to Year 2 through a daily reading programme.</p> <p>Classroom assistance to provide 1:1 reading support to increase reading fluency, decoding skills and comprehension skills.</p>	<p>£6912 X 5 = £34,560</p>	<p>Continued</p>	<p>PP pupils in FS2-Yr2 identified as priority readers.</p>	<p>Pupils make accelerated progress through the book bands and achieve in line with (or close to) age related expectations. Pupils acquire a range of strategies to work out unknown words. Pupils' pace and fluency improves. Pupils' confidence and resilience with reading improved</p> <p>Spring 21 Update:</p>	<p>CH +RJ as English Leads</p>	<p>Termly assessment data – reading ages and book band levels.</p>

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					33.5% of total spend	£60.780
Wider Strategies:						
<u>Behaviour, social and emotional support:</u> Plant a seed: To provide bespoke family support in order to improve attendance and wellbeing of targeted children and their families through association with Plant a Seed and multi-systemic therapy. C, D, G and I PARENTAL STATEMENT FOR IMPACT – SEE CPOMS C.HILL.	£8000	New	Identified children and their families deemed to be vulnerable or at risk of referral to social care.	<p>Families feel well supported by the school and are in a better position to support their child's learning.</p> <p>Families feel supported to meet the social and emotional needs of their children.</p> <p>External services such as educational psychologists, play therapists, family therapists, social workers, CAMHS and CBT therapy are all assigned to support families as required.</p> <p>Pupils learn strategies to regulate their own behaviours and their emotions leading to more positive attitudes to learning and increased outcomes.</p> <p>Spring 21 Update:</p>	HT Pupil Premium Lead SENDCO	<p>Weekly report from PAS</p> <p>Reduced referrals to MASH - - CPOMS reports</p>
<u>Behaviour, social and emotional support:</u> Family Support Worker: To support the most socially and emotionally vulnerable PP pupils by giving them opportunities to talk, to understand and make sense of different situations.	£14,356 Costings made based on appointments starting January 2021 through to	New	Identified PP children across school.	<p>Support children to overcome barriers to learning caused by poor mental health and wellbeing</p> <p>Support for children to co-regulate their emotions, eventually leading to self-regulation and ability to manage emotions effectively.</p>	PP lead SENDCO	<p>Case studies</p> <p>Pupil voice interviews</p> <p>Parental voice interview</p>

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<p>Availability of nurturing and resilience building activities in 1:1 or small groups.</p> <p>To offer targeted PP pupils support in self-regulation and emotional well-being in small groups or 1:1</p> <p>C, D, G and I</p>	<p>July 2021. (Grade 5 point 15)</p>			<p>Spring 21 Update:</p> <p>Postponement in advertising position due to partial school closures. Advert to launched Summer 1 and appointment made.</p>		<p>Impact report from FSW – Boxall profile/?</p>
<p><u>Behaviour, social and emotional support:</u></p> <p>Identified TA to receive Forest School Lead Training – Level 3.</p> <p>Forest school TA to lead 3 x 1 hours sessions per week of Forest School activities to closely mirror the Forest School experience children would have received pre COVID-19.</p> <p>Purchasing of resources and equipment to set up provision which closely mirrors Forest School activities.</p> <p>C, F and G</p>	<p>£997.00</p> <p>£7436</p>	<p>New</p> <p>New</p>	<p>Identified disadvantaged pupils across year 5.</p>	<p>Promoting independence, team work, resilience, risk taking and respect of nature and each other. Improved confidence and resilience in targeted children.</p> <p>Spring 21 Update:</p> <p>CPD paused until Government restrictions lifted and course are available. Possibility of Summer Term.</p>	<p>PP lead</p> <p>Forest School TA</p>	<p>Case studies for targeted children.</p> <p>Impact report from TA leading sessions.</p>
<p><u>Improving Attendance:</u></p> <p>Attendance officer to be employed for 3 days per week to monitor persistent absence and late arrivals.</p>	<p>£12,186</p>	<p>New</p>	<p>Identified children throughout school who are persistently</p>	<p>Improved attendance and punctuality in targeted children to at least 95%.</p> <p>Persistent absenteeism for PP pupils is reduced from the 2019 figure of 25.1% (measured from 2.9.20 – 14.2.20 due to COVID 19) to 10%.</p>	<p>Attendance officer</p> <p>HT</p> <p>SENCO</p>	<p>Monitor attendance rates for identified children weekly.</p>

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<p>Structured conversations to be used to engage parents.</p> <p>First day response by attendance officer.</p> <p>A,B,C,D,E,F,G,H and I – attendance impacts heavily on all barriers to learning.</p>			absent or late.	<p>National figure for persistent absence for children entitled to free school meals is 21.6% compared with 8.1% for non FSM pupils.</p> <p>(DFE October 2019 – Pupil absence rates in schools in England – Autumn2018 – Spring 2019)</p> <p>Spring 21 Update:</p> <p>Impact of attendance officer on persistent absenteeism has resulted in a reduction from 22.6% in Autumn 2019 to 17.1 in Autumn 20.</p>		Record of structured conversation recorded on CPOMS system
<p><u>Providing experiences:</u></p> <p>Curriculum enrichment subsidy.</p> <p>A,B,C,D,E,F,G, and H</p>	£7,000	Continued – following review	PP children throughout school.	<p>Learning supported by trips that are planned carefully to enhance the school's curriculum.</p> <p>Learning embedded and extended through real first-hand experiences with purposeful and relevant learning opportunities, allowing them to produce quality final products, particularly in writing.</p> <p>Raised aspiration and cultural capital.</p> <p>Spring 21 Update:</p> <p>Impact of COVID 19 has meant that all planned trips and experiences outside of school have been cancelled/postponed. Summer term PG to identify "virtual" experiences for the children to undertake.</p>	CH-DHT/curriculum lead HT	<p>Registers of attendance in enrichment activities.</p> <p>Monitor impact of experience on writing outcomes – half-termly book look focused on curriculum enrichment outcomes.</p> <p>Pupil voice interviews.</p>

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						Parental questionnaire
<u>Residential Experiences:</u> Curriculum enrichment subsidy. A,B,C,D,E,F,G, and H	£3,000	Continued – following review	PP children throughout school.	Pupils in Year 3, 5 and 6 will have experienced social and cultural events. Social skill, independence, perseverance and team work are developed through participation in group activities and over-night stays on residential visits. (Due to COVID-19, it is highly unlikely that residential visits will take place this academic year – monies to be redistributed later in the year.) Yr 5 School have paid the cost of the Walesby trip - £61 x 60 children Yr 6 High Adventure deposit paid £500	CH-DHT/curriculum lead HT	Registers of attendance in enrichment activities. Class teacher reports. Monitor impact of experience on writing outcomes – half termly book look focused on curriculum enrichment outcomes. Pupil voice interviews. Parental questionnaire
<u>Attendance/Emotional support and well-being:</u>	£2,340	Continued	Whole school focus targeted at PP pupils,	Pupils' well-being and safety are addressed, and they are at school on time, ready to learn and have had a healthy breakfast.	HT PP lead SENCO	Register of attendance breakfast club.

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Free breakfast club place for vulnerable pupils. (4 x places available throughout the year as part of the Priestsic Pastoral Package) (£3 per session x 5 = £15 per week x4 children = £60 per week. 60 x 39 weeks = £2340) I and C			vulnerable pupils and poor attenders	Spring Review: Breakfast club provision will be absorbed through school funds for those children who require it.		Impact report from breakfast club lead. CPOMS behaviour log – termly review.
					26% of total spend	£47,879
						£181,709 £1514 subsidy from school fund.