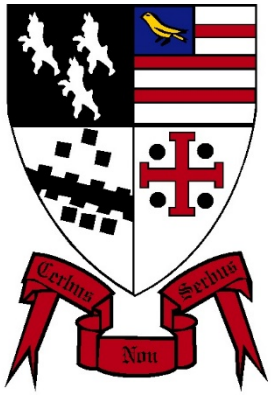
Pupil Premium Strategy Statement and Review

Marston Thorold's Primary School

2020 – 2021



1. Summary information					
Total number of pupils	**71**	**Number of pupils currently eligible for PP**	**1x ever 6 (1345)** **3X PP (£1345 per child)** **1x Forces PP (£310 per child)** **2x Post LAC (£2345 per child)** For September 2020 PP and ever6 is now £1345 Forces is £310 PLAC is £2345	**Total PP Budget**	**4x £1345 = £6725** **1x £310 = £310** **2x £2345 = £4690** **= £11,725**

2. Performance Indicators based on 2019 Year 6 data as no data in 2020 due to Covid 19			
	Pupils eligible for PP (your school)	***Pupils not eligible for PP (your school)***	***Pupils not eligible for PP (national average)***
% achieving expected standard in Read, Writing, Maths	50% (2/4)	73% (8/11)	71%
Reading scale score	102.2	106	106.1 (2018 data)
GPS scale score	103.75	106.5	
Maths scale score	102.75	106	105.4 (2018 data)
Reading progress score	0.7	1.2	0.31 (2018 data)
Writing progress score	3.0	1.4	0.24 (2018 data)
Maths progress score	-1.0	0.7	0.31 (2018 data)

Attendance	98.01% (02/09/19 to 20/03/20)	95.57% (whole school) (02/09/19 to 20/03/20)	96.4% (2018 data)

3. Barriers to future attainment (for pupils eligible for PP)		Desired Outcomes and Successes
In-school barriers *(issues to be addressed in school, such as poor oral language skills)*		
A.	Poor reasoning and problem solving skills in Maths	Progress score of at least 0 for year 6 at KS2 for PP children 100% PP to achieve at least ARE in Maths at KS1
B.	Social and emotional health issues/attachment difficulties are a barrier to learning for a significant amount of children.	SDQ assessments show a reduction in stress and anxiety levels. CPOMs shows a reduction in behaviour incidents in and out of class. Appropriate agencies are referred to for children requiring specialist support. Staff trained in school to support.
C.	Communication and interaction skills are limited due to past experience for a significant amount of children.	ELSA trained staff to support communication and interaction needs. Staff trained in a range of nurture interventions to meet need.
External barriers *(issues which also require action outside school, such as low attendance rates)*		
D.	Lack of parental support and engagement in Home Learning	Improved engagement of PP children in home learning activities

4. Planned expenditure					
Academic year					
Quality of teaching for all					
Desired outcome	**Chosen action / approach**	**What is the evidence and rationale for this choice? (including EEF)**	**How will you ensure it is implemented well?**	**Staff lead**	**When will you review implementation?**
Children have access to a 'Healing the Gap' curriculum to restore wellbeing and resilience of all our pupils and enable them to catch up with the curriculum missed due to COVID 19.	Class teachers planning should plan to teach the curriculum for 2020-2021 using information from previous teachers and ongoing formative assessment to plan to plug gaps in	Impact of school closures due to COVID 19 expected to negatively impact the disadvantaged pupils to the greatest extent.	Key Priority 1 on the School Development Plan – see actions. Children in receipt of pupil premium will be discussed at pupil progress meetings and support will be given accordingly to target those vulnerable children who are not making good or better progress from their starting points.	SLT	Termly progress dialogues 6 x per year Ongoing monitoring by SLT, SENCO and PP champion of PP progress.
Children to have access to teaching that lingers on language and supports vocabulary development.	Teachers to teach specific vocabulary through their lessons. Reading sessions to focus on vocabulary and development of tier 2 and 3 vocabulary. Reading prioritised in the School Development plan	The size of a pupil's vocabulary in their early years of schooling (the number and variety of words that the young person knows) is a significant predictor of academic attainment in later schooling and of success in life. PP children do not always live in language rich environments.	Key Priority 4 on the School Development Plan – see actions School to review, monitor and develop whole school approaches to development of vocabulary and reading. Early language skills assessments of EYFS pupils by specialist teacher in September to inform practise.	English Lead SLT	Termly progress dialogues 6x per year Ongoing monitoring External reading and writing data and EYFS progress. (£750)
More children to achieve Greater Depth standard in Maths across school.	Daily Fluency, Maths No Problem lessons, and Times table rock stars	Research surrounding long term memory suggests daily retrieval practice supports retention of knowledge. Mastery approach to Maths is shown to impact on maths problem solving and reasoning skills.	Jenny Cook Training on first inset in September. Follow up training as needed by Maths coordinator at staff meetings. Ongoing monitoring.	Maths Lead SLT	Termly progress dialogues 6x per year Ongoing monitoring (£1500)

All staff are aware of best practice and use strategies to meet the needs of PP children.	PP Champion to continue PP champion to attend regular CPD and networks. PP Champion to deliver CPD and share good practice with staff.	EEF strategies Kyra Research school	Ongoing through monitoring and CPD plan.	JF	Termly (£2000 non-contact time throughout the year)
				Total budgeted cost	£ 4,250

Targeted support					
Desired outcome	**Chosen action / approach**	**What is the evidence and rationale for this choice? (including EEF)**	**How will you ensure it is implemented well?**	**Staff lead**	**When will you review implementation?**

Academic interventions to help children catch up with any gaps in learning due to COVID 19, SEMH interventions and support from outside agencies appropriately sourced, analysed, and co-ordinated	Regular Non-contact time for SENCo to co-ordinate support, liaise with outside agencies, attend progress dialogues, and draw up packages of support for PP children.	The impact of COVID 19 is expected to impact most significantly on disadvantaged pupils. We have lots of children who are SEN and PP who require complex support. This allows for a cohesive and joined up approach to support their needs.	Regular discussion with HT and SENCO. Regular analysis of provision maps and support being given to children. Progress dialogues to discuss vulnerable children. Monitoring - Support for disadvantaged and SEN children prioritised in the School Development plan and actions/reviews.	SENCo	Termly at progress dialogue reviews At the end of the academic year. (£4370)
Gaps in learning/potential barriers to learning quickly identified through ongoing formative assessments and met to allow full participation in all class lessons.	Pre teach and Response interventions across school.	Targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment. EEF research has shown how, when properly trained staff working in structured ways with small groups can boost pupils' progress This is an approach we have found successful across school and will use where possible to counteract the impact of COVID 19.	Work scrutiny, lesson observations, data analysis shows identified children are making progress.	MW	Half Termly during progress dialogue meetings.
For PP children to have access to social and emotional support.	Regular sessions allocated every week for vulnerable children to receive ELSA interventions.	We have high numbers of children in school who require social and emotional support. We will look at the impact of COVID 19 on the children as they return to school and class teachers to assess any children in need. ELSA training is a proven strategy to support social and emotional needs.	Close liaison between SENCo and TAs delivering the sessions. SDQ assessments to measure impact	SENCo	Ongoing as and when interventions run. £2405 TA costs

For PP children to have access to offsite educational visits, school uniform and breakfast club.	All school off site visits to be subsidised for PP children. PP children to access uniform and breakfast club where appropriate.	All children benefit from educational off-site visits. This supports the learning in the classroom and helps develop cultural capital.	Budget for each year group accordingly. Ensure procedures are in place to identify families that may require additional support with costs.	MW	Reviewed at the end of the academic year. £500
Improved attendance and punctuality for all PP children to make it closer to non-PP children.	Regular monitoring of PP children's attendance. HT to meet and support families with attendance as required. Attendance and punctuality rewards Attendance certificates Whole class attendance incentives	Whole school approaches to improve general attendance was proven to work in 2018-2019. In 2019-2020 one or two families with persistent levels of absenteeism significantly affected the data and were found to often need a more complex package of support.	Attendance will be closely monitored in September to see if any issues arise from families concerned about their children returning to school because of the COVID 19 pandemic. MW and governors to review attendance regularly for PP children (at least 6 times a year) and HT put actions in place where needed for individual families.	MW	At the end of each half term. £200 for prizes
				Total budgeted cost	£7475

Other approaches- *Parental involvement and engagement with school*

Desired outcome	**Chosen action / approach**	**What is the evidence and rationale for this choice? (including EEF)**	**How will you ensure it is implemented well?**	**Staff lead**	**When will you review implementation?**

Parents to understand how to support their children's learning at home.	Various workshops throughout the year. E.g. phonics, maths workshops, reading Ways to support learning on website for parents to access.	Lots of research over many years shows the positive impact that parents feeling able to support their child's learning has.	Send out parental questionnaires to find out ways in which they would like support. Plan events throughout the year thinking about how these can be done in the light of the COVID 19 restrictions.	SLT	At the end of the academic year.
				Total budgeted cost	**£0**

5. Review of expenditure *in 2019/2020*

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**
Children to have access to teaching that lingers on language and supports vocabulary development.	Teachers to teach specific vocabulary lesson daily. Reading sessions to focus on vocabulary and development of tier 2 and 3	Reading and writing data and EYFS progress was promising until school closure due to COVID 19. Literacy Lead has been trained on developing vocabulary. This has been introduced and seems positive so far.	This will continue to be an area on the SDP and the English lead will continue to research, develop and monitor ways to develop vocabulary and readings sessions across school.	£750

More children to achieve Expected and Greater Depth standard in Maths across school.	Daily Fluency, Daily Mastery Maths lessons, Times table rock stars, Purple Mash	Maths data and EYFS progress was promising until school closure due to COVID 19.	These approaches are having a positive impact on Maths attainment across school and will continue. More training is planned for September inset on Greater Depth and Maths Mastery.	£1500
All staff are aware of best practice and use strategies to meet the needs of PP children.	PP Champion to continue PP champion to attend regular CPD and networks. PP Champion to deliver CPD and share good practice with staff.	PP children are highlighted and information is shared with new class teachers via case studies. This has really impacted on their provision and support. Children highlighted and monitored termly in progress dialogues.	This will continue next year.	£2000

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**

SEMH interventions and support from outside agencies appropriately sourced, analysed and co-ordinated	Regular Non-contact time for SENCo to co-ordinate support, liaise with outside agencies, attend progress dialogues and draw up packages of support for PP children	This has had a huge impact on SEMH resources and support available throughout school. ELSA interventions now in place and SEMH provision discussed at every progress dialogue.	Continue to use progress dialogues to discuss vulnerable children and hold regular discussion with HT and SENCO. Regular analysis of provision maps and support being given to children to continue Keep support for disadvantaged and SEN children prioritised in the School Development plan and actions/reviews after the COVID 19 disruption to education.	£3870
Gaps in learning/potential barriers to learning quickly identified and met to allow full participation in all class lessons.	Pre teach and Response interventions across school.	Teacher feedback and progress dialogues show that response interventions are supporting progress well.	This will continue next year.	£0
For PP children to have access to social and emotional support.	Regular sessions allocated every week for vulnerable children to receive ELSA interventions.	SENCo is ELSA trained and lead across school. TAs are also now able to run ELSA groups with positive impact shown.	Continue with this approach	£2000

For PP children to have access to offsite educational visits, school uniform and breakfast club.	All school off site visits to be subsidised for PP children. PP children to access uniform and breakfast club where appropriate.	All PP have had the same educational experiences and opportunities and several have attended breakfast club.	Continue with this approach.	£500
Maintain attendance and punctuality for all PP children.	Regular monitoring of PP children's attendance. HT to meet and support families with attendance as required. Attendance and punctuality rewards Attendance	Attendance during 2/9/19 to 20/03/20, PP was 98.01% and non PP 95.57%.	Continue with the whole school approach.	£200
Total Expenditure				£10,820