

# Staining CE Primary School



## Pupil Premium Strategy 2020 / 2021

Prepared By:	Jennifer Shoulders Headteacher
Date:	01 April 2020  (Reviewed November 2020) - in light of COVID -19 pandemic)
To be reviewed:	31 March 2021

# Pupil premium strategy statement

## School overview

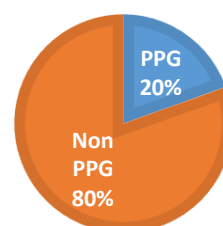
School name	Staining CE VC Primary School
Pupils in school	225
Proportion of disadvantaged pupils	01 April 2020 - 43/ 220 = 20% 31 October 2020 - 44/ 222 = 20%
Pupil premium allocation this financial year	£70, 020
Anticipated spending this financial year	£72,400
Academic year or years covered by statement	01 April 2020 to 31 March 2021
Review date	March 2021 <i>Reviewed November 2020 (in light of COVID-19 pandemic)</i>
Statement authorised by	Mrs J Shoulders
Pupil premium lead	Mrs J Shoulders
Governor lead	Miss H Atherton

## Pupil Premium Data by Year Group - 01 April 2020

	PPG Pupils	PPG Boys	PPG Girls	PPG & SEND/EAL	Total NOR	PPG %
Year R	3	1	2	0	35	0.9%
Year 1	4	2	2	2	33	12%
Year 2	5	1	4	0	35	14%
Year 3	10	3	7	2	33	30%
Year 4	4	1	3	1	24	17%
Year 5	7	3	4	2	31	23%
Year 6	10	4	6	1	29	34%
Total	43	15	28	8	220	20%

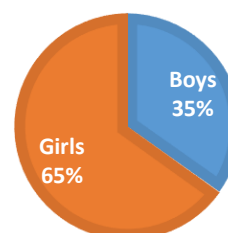
### OVERALL

■ PPG ■ Non PPG



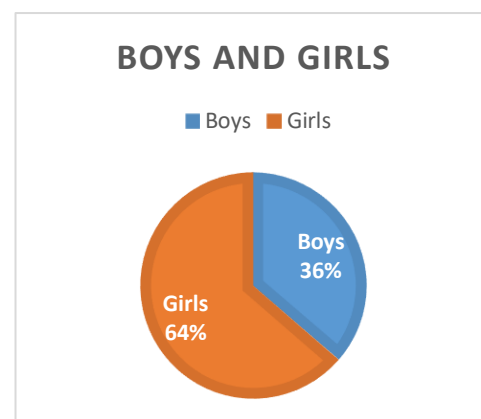
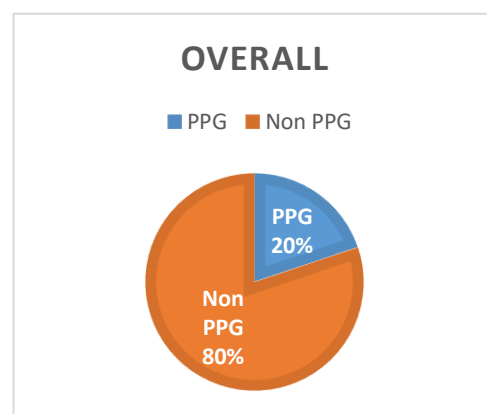
### BOYS AND GIRLS

■ Boys ■ Girls



## Pupil Premium Data by Year Group - 31 October 2020

	PPG Pupils	PPG Boys	PPG Girls	PPG & SEND/EAL	Total NOR	PPG %
Year R	4	3	1	2	35	11%
Year 1	6	1	5	0	35	17%
Year 2	7	3	4	2	31	23%
Year 3	6	2	4	0	35	17%
Year 4	8	3	5	3	30	27%
Year 5	5	2	3	0	24	21%
Year 6	8	2	6	2	32	25%
<b>Total</b>	<b>44</b>	<b>16</b>	<b>28</b>	<b>9</b>	<b>222</b>	<b>20%</b>



## Disadvantaged pupil progress scores for last academic year(s)

Due to COVID-19, no standardised tests took place in Summer 2020. Instead, teacher assessment scores have been used below.

	July 2019		July 2020 (Teacher Assessment)	
	% of PP pupils achieving expected standard	% of all pupils achieving expected standard	% of PP pupils achieving expected standard	% of all pupils achieving expected standard
Reading	69%	81%	89%	90%
Writing	62%	77%	67%	72%
Maths	77%	87%	100%	93%
Meeting expected standard at KS2	46%	71%	67%	72%
Achieving high standard at KS2	0%	0%	33%	21%

### From the July 2019 data we can see:

1. Pupil Premium pupils at the end of Key Stage 2 achieved below their peers in reading, writing and maths. This gap was most apparent in Writing.
2. Pupil Premium children were, on average, 12% below their peers across the learning profile.
3. When meeting the expected standard for Reading, Writing and Maths, PPG pupils were significantly below their peers. (46% PPG/ 71% all)
4. When meeting the higher standard for Reading, Writing and Maths, PPG pupils achieved in line with their peers. However, this result was significantly below the anticipated results (0%).

This has led to the following observations and priorities:

- Writing needs to be targeted as a priority and results improved quickly
- The learning profile across all 3 subjects (reading, writing and maths) needs consistent focus and monitoring to ensure pupils achieve well consistently.
- The gap between PPG pupils and their peers must be closed, particularly in the RWM combined learning profile.
- More pupils must achieve the higher standard consistently across their learning profile.

### From the July 2020 data we can see:

1. Pupil Premium pupils at the end of Key Stage 2 achieved in line with their peers in reading, broadly in line in writing and exceeded their peers in Maths in July 2020 (teacher assessment).
2. Pupil Premium children had a mixed profile, with Maths as a significant strength (100%) and writing as a weaker area.
3. When meeting the expected standard for Reading, Writing and Maths, PPG pupils were broadly in line with their peers. (67% PPG/ 72% all)
4. When meeting the higher standard for Reading, Writing and Maths, PPG pupils exceeded their peers. (33% PPG/ 21% all)

This has led to the following observations and priorities:

- The gap between PPG pupils and their peers has been closed for this cohort.
- Writing results were improved but focus must remain in this area.
- PPG pupils achieved very highly in Maths (100%)
- The gap between PPG pupils and their peers was reduced in the RWM combined learning profile.
- PPG pupils out performed their peers when considering the higher standard across RWM.

## We have identified following desired outcomes for pupils at our school in receipt of pupil premium:

1. See above specific targets in relation to end of Key Stage 2 data. Pupils in school must achieve well and at least in line with the peers across the county/ country. Pupils in receipt of pupil premium funding must not be allowed to fall behind their peers.
2. Pupils need to be in school, on time and in full receipt of school 'necessities' such as uniform, breakfast, school trips and clubs.
3. Pupils and their families need support to thrive e.g. wellbeing, finances, access to local support (including mental health and medical services). Families adversely affected by the COVID-19 pandemic must be identified quickly and support signposted in a timely way.
4. Pupils who also have SEND needs must be monitored closely to ensure they make the best progress possible for their learning needs and starting points.
5. The COVID-19 pandemic must have minimal impact upon the pupils' long term learning profile. Gaps in learning must be quickly identified and closed.

## Identified barriers to educational achievement and achieving the above aims:

- a) Attendance has improved from 95% (15.6% persistent absence) in 2016 to 96.8% (9.1% persistent absence). Persistent absence had been much lower but has been significantly affected by COVID-19. This improvement must be maintained. Many parents may be worried about their children attending school. It is important school anticipates this, reassures parents and challenges non-attendance supportively.
- b) Pupils with specific social and emotional needs and mental health needs which affect their learning. Wellbeing is a major factor after the children having so much time off school. Measures must be in place to support this.
- c) 4% of pupils in receipt of Pupil Premium are also on the SEND register in school (4% Nov 2020). Monitoring List (14% of pupils)
- d) Engagement with parents/ carers in school life including events, enrichment activities and homework. This becomes even more important and difficult in light of social distancing affecting wellbeing whilst conversely often being a contributing factor.
- e) Closed mindset of pupils- lacking resilience and/ or independence as a learner
- f) Basic skills knowledge gaps - place value/ counting/ phonics. This gap may have widened further with prolonged absence from school and with Reception pupils having missed vital nursery time.
- g) Emotional immaturity and/ or attachment difficulties. This may have worsened with absence from school and with parents' increased stress and anxiety.
- h) Limited life experiences due to financial constraints/ parental engagement/ mental health issues. This has been further limited with the country's lockdown.
- i) Access to extra-curricular activities - educational experiences such as trips, music lessons and participation in physical activities. This has been further limited with the country's lockdown.
- j) Additional barriers in light of COVID-19 Pandemic

- k) COVID-19 has had a significant impact upon the financial stability of some families. This may increase the number of families with children who are eligible for Pupil Premium Funding
- l) The provision of wellbeing support needs careful management to ensure that children and families are supported whilst social distancing is maintained.
- m) The provision of extra-curricular activities may be limited due to COVID-19 government guidelines
- n) Catch up in class has become a significant priority for all, particularly the most disadvantaged pupils who are at even greater risk of falling behind their peers.
- o) Parental engagement may be limited, as may be provision to devices to access online learning

### Priority 1:

- See below specific targets in relation to end of Key Stage 2 data.
- Pupils in school must achieve well and at least in line with the peers across the county/ country. Pupils in receipt of pupil premium funding must not be allowed to fall behind their peers.
- The COVID-19 pandemic must have minimal impact upon the pupils' long term learning profile. Gaps in learning must be quickly identified and closed.
  - From July 2020 Data:
  - Writing needs to be targeted as a priority and results improved quickly
  - The learning profile across all 3 subjects (reading, writing and maths) needs consistent focus and monitoring to ensure pupils achieve well consistently.
  - The gap between PPG pupils and their peers must be closed, particularly in the RWM combined learning profile.
  - More pupils must achieve the higher standard consistently across their learning profile.
  - July 2020
  - The gap between PPG pupils and their peers has been closed for this cohort.
  - Writing results were improved but focus must remain in this area.
  - PPG pupils achieved very highly in Maths (100%)
  - The gap between PPG pupils and their peers was reduced in the RWM combined learning profile.
  - PPG pupils out performed their peers when considering the higher standard across RWM.

Notes	<p>Pupils must do well at school.</p> <p>PPG pupils must achieve in line with their peers and be given additional support in order to close the gap.</p> <p>Measures employed in previous years that have been seen to have a positive impact should continue.</p> <p><u>COVID-19 must not be allowed to impact on attainment in the long term.</u></p>
Barriers to learning these priorities address	As identified above: a, b, c, e, f, m
Actions to address this need	<ul style="list-style-type: none"><li>• Continue to provide additional support in Year 6 to support intervention and targeted support. <u>This support to be increased from September 2020</u></li></ul>

	<ul style="list-style-type: none"> <li>• Provide booster sessions within school to ensure gaps are closed quickly and effectively.</li> <li>• Additional support across all classes to ensure reactive support and interventions take place.</li> <li>• Review Key Stage 1 class structure from September 2020 to best match needs of children in line with infant class size regulations. <b>Re-review Sept 2020 and Oct 2020 in light of class bubble constraints.</b></li> <li>• <b>TA support to be reviewed (September 2020) to ensure it is effective and complies with COVID-19 guidelines.</b></li> <li>• <b>Additional support for Key Year Groups - Reception, Year 2 and Year 6</b></li> <li>• <b>TA training to support catch up and quality first teaching</b></li> <li>• <b>Cover for absent staff where relevant</b></li> <li>• <b>Learning Mentor time to bridge the gap between nurture and academic achievement. i.e. LM to run academic interventions whilst provide time and mentoring to specific pupils.</b></li> <li>• <b>Remote learning has been set up to allow all children to access education, whether or not school is open, in line with the school's curriculum.</b></li> <li>• <b>Home learning has been design to include more opportunities for online learning, feedback and increased focus on early reading.</b></li> </ul>
Projected spending	<p>TA and HLTA support = £20,000</p> <p>Additional TA support = £10,000</p> <p>Total Budget for this priority = £30,000</p>



## Priority 2:

- Pupils need to be in school, on time and in full receipt of school 'necessities' such as uniform, breakfast, school trips and clubs.
- Pupils and their families need support to thrive e.g. wellbeing, finances, access to local support (including mental health and medical services). Families adversely affected by the COVID-19 pandemic must be identified quickly and support signposted in a timely way.
- The COVID-19 pandemic must have minimal impact upon the pupils' long term learning profile. Gaps in learning must be quickly identified and closed.

Notes	School is becoming increasingly aware of the increasing need of our families financially and to access additional support
	There is a continued need for the school to support families through the CAF process and also, more informal support.
	COVID-19 may have had a huge impact on some families and support must be provided
Barriers to learning these priorities address	As identified above: d, e, g, h, I, j, k, l and n
Actions to address this need	<ul style="list-style-type: none"> <li>• Minibus - to allow pupils to experience life beyond the school walls and access to previously very expensive school trips. This has been significantly affected. When and if possible, this must resume to affect the PPG pupils real-life experiences, knowledge, vocabulary and contextualised learning.</li> <li>• Full time family learning mentor is in place - this needs to remain. Her increased focus and close monitoring of punctuality and attendance is having a positive impact and should continue. Increased focus on this due to COVID-19</li> <li>• Interventions linked to social and emotional and mental health needs and also linked to academic performance. This has been affected as staff cannot be deployed as planned. Staff managing interventions as best as possible under government guidelines.</li> <li>• Access to resources for those families in receipt of pupil premium, including the residential visit (visit moved to Summer as a result of COVID-19)</li> </ul>
Projected spending	<p>Family Learning Mentor and Attendance systems: £22,000</p> <p>Monitoring by SLT: £2,500</p> <p>Resources (including Before and After School Club): £4,500</p> <p>Minibus and fuel: £2,000</p> <p>Music opportunities: £900</p> <p>Total Budget for this priority = £31,900</p>

### Priority 3:

- Pupils who also have SEND need to be closely-monitored to ensure they make the best progress possible for their learning needs and starting points.
- The COVID-19 pandemic must have minimal impact upon the pupils' long term learning profile. Gaps in learning must be quickly identified and closed.

Notes	Staff feel there is an increasing gap between pupils with SEND and their peers as a result of how interventions are delivered. Anticipated changes from Sept 2020 to how this is resolved have had to be postponed due to COVID-19
	Staff are aware of pupils in their class with SEND and PP but would like more support with how best to meet their needs.
	There is an observed culture of 'learned helplessness' with some low attaining pupils and attitude towards behaviour for learning.
Barriers to learning these priorities address	As identified above: c, g and k
Actions to address this need	<ul style="list-style-type: none"><li>• SENDCo time to complete assessments and targeted support</li><li>• Educational psychologist support for parents and staff</li><li>• Staff meeting and CPD time to review how the curriculum and interventions combine</li><li>• Key Stage 1 children identified as having additional needs are well supported through the class structure system (adapted in light of COVID-19).</li></ul>
Projected spending	SENDCo and Educational Psychologist time: 2 afternoons per week £8,500 Staff training: £2,000 Total Budget for this priority £10,500

### Total Spending by Priority

