

# Pupil Premium Strategy Statement 2020 - 2021

1. Summary information					
School	Prior Weston Primary School and Children's Centre				
Academic Year	2020/ 2021	Total PP budget	£215200 (£1345 x 160 pupils)	Date of most recent PP Review (external)	May 2018
Total number of pupils	Children's Centre: 56 R-Yr.6: 294 Total: 350	Number of pupils eligible for PP	160	Date for next internal review of this strategy	Jan 2020.

2. Current attainment - 2018/19 *unvalidated – no PPG data for 2019/20		
	<i>Pupils eligible for PP (national)</i>	<i>Pupils not eligible for PP (national average)</i>
Year 1 – Phonics Screening Check	92.9%	84.4%
Year 2 – Phonics re-check	50%	57%
<b>Key Stage 1 Attainment:</b>		
% achieving expected level+ in reading	55.6%	78.9
% achieving greater depth in reading	16.7	44.7
% achieving expected level+ in writing	55.6%	78.9%
% achieving greater depth in writing	0%	28.9%
% achieving expected level+ in maths	44.4%	76.3
% achieving greater depth in maths	0%	36.8%
<b>Key Stage 2 Attainment:</b>		
% achieving expected level+ in reading, writing and maths	56%	74.1%
% achieving greater depth+ in reading, writing and maths	0%	25.9%
% achieving expected level+ in reading	68%	81.5%
% achieving greater depth in reading	20%	59.3%
% achieving expected level+ in writing	76%	77.8%

% achieving greater depth in writing	4%	40.7%
% achieving expected level+ in maths	80%	81.5%
% achieving greater depth in maths	12%	37%
<b>Key Stage 2 – Progress:</b>		
Scaled score progress in reading	-1.26	3.33
Scaled score progress in writing	-1.75	0.13
Scaled score progress in maths	0.79	0.35

3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>		
A.	Historical underachievement of PP pupils across the school from Reception to Year 6.	
B.	Historical lack of understanding amongst staff of issues that may face PP pupils and how these are best mitigated.	
C.	PP pupils are attaining below all pupils in most year groups and need to make accelerated progress to be in line with national.	
D.	More than a third of PP pupils have SEND.	
E.	Most able PP pupils are not achieving the higher standard in reading, writing and maths combined at the end of KS2 – 18/19.	
F.	Legacy of inconsistency in quality of teaching and high expectations.	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
A.	High levels of deprivation – the school’s deprivation indicator is 0.5, which is significantly higher than the national average of 0.24.	
B.	Some low aspiration in the community.	
C.	Historical inaccuracy of Pupil Premium eligibility, e.g. siblings/twins – one eligible, one not. Successful efforts are being made to remediate this.	
4. Desired Outcomes		Success Criteria
A.	KS2 – The gap in attainment between Pupil Premium and non-Pupil Premium pupils has started to close (2018-19) but needs to further close.	Gap continues to narrow between Pupil Premium and non-Pupil Premium pupils.
B.	KS1 and EYFS – Attainment of Pupil Premium pupils is to be in line with or above national.	Attainment is in line with or above national at end of KS1 and EYFS.
C.	Y1 Phonics Screener - Attainment of Pupil Premium pupils is now in line with the national (2018-19) and this needs to continue.	Attainment is in line with or above national in Phonics Screener.

<b>D.</b>	Accelerate progress of more able Pupil Premium pupils so that there is an increased percentage of them working above national expectations at all key benchmarks.	An increased % of Pupil Premium children achieving greater depth at the end of Reception, Y1 Phonics Screener, KS1 and KS2 SATs.  Data to show more able Pupil Premium pupils are in line with more able PP nationally.
<b>E.</b>	Targeted provision and additional support for Pupil Premium SEND pupils.	Increased % of SEND PP Pupils making at least expected progress.
<b>F.</b>	Attendance of Pupil Premium pupils improved by 1% (2018-19) to 95% and this needed to continue. 2019-20 School was only open for key workers' children during lockdown. Continue to target attendance of Pupil Premium pupils (2020-21) to improve by 1%	PP attendance is at 96%.  Reduce the persistent absence rate.
<b>G.</b>	Increased parental engagement of Pupil Premium pupils was recorded for Parent Consultations (2019-20). This needs to continue.	High attendance rate of parents at curriculum events / workshops / parent evenings ( <i>when Covid restrictions are lifted. Parents are being offered virtual opportunities to meet with teachers. School is looking into other ways parents can engage in virtual events</i> ).  Evidence of parents engaging more effectively with learning and, as a result, targeted pupils make good progress.
<b>H.</b>	Increase PPG uptake to ensure accurate funding and to secure quality support for children.	Potential PPG children are identified and parents/carers are contacted. Support is offered for the application process. All families are screened as part of the entry process.

## 5. Rationale for approach to Pupil Premium Strategy

A review of Pupil Premium strategy, spend and impact was carried out in June 2018 with Lynne Gavin, Head Teacher at Pakeman Primary. From this, the Pupil Premium Strategy moved to an evaluative approach and this will continue. It is based on the following four key elements:

### **DATA:**

Ensure clarity around areas of underachievement in school and significance of PP within this (e.g. year groups, subjects, ethnic groups, ability groups, and other factors groups such as high mobility and low attendance) – ensure this includes the more able PP children.

### **BARRIERS:**

Identify external and internal barriers to achievement for PP children (whilst many children may experience these barriers, the effects are likely to be compounded for PP children).

### **RESEARCH USE:**

Proposals for approaches and interventions should be based on school, local and national research and best practice.

### **RANGE OF PROVISION:**

'One size fits all' is not the answer. Overall, teaching and learning interventions should account for about 80% of spend (including staff costs, CPD, etc.), other (e.g. pastoral, CP, etc.) about 20%. This strategy has been written using this evaluative approach.

6. Planned expenditure					
Academic year		2020 / 2021			
Year Group	Item/Project	Cost	Evidence/Rationale	Objective	Outcome
Y5/6	Yr.6 Booster Groups before and after school, Easter School (3 hours x 2)	£10,000	Analysis of Booster Groups has shown excellent rates of progress for children in Yr.6.	To maximise learning time through extended day and holiday provision.  Development of Maths and English skills through Gap Analysis, addressing misconceptions and SATs-style activities/revision.	Close the gap in attainment between Pupil Premium and non-Pupil Premium pupils in Maths and English.  KS2 higher attaining PP pupils are attaining in line with national expectations.
	HLTA small group work and 1:1 tuition	£10,000	Target Tracker data, teacher assessments and outside agency reports will be used to select PP pupils for small group/1:1 tuition and interventions.	Development of Maths and English skills through 1:1 and small group targeted support.	
	Additional TA small group work and 1:1 tuition	£10,000		Address misconceptions and consolidate learning via Gap Analysis of SATs revision papers/teacher assessments. Use findings to plan for group work and 1:1 tuition.	
	Action Tutoring: 20 pupils Yr.6 Autumn/Spring  15 pupils Yr.5 Summer	£6270	Assessment data from Target Tracker will identify up to 20 Year 6 target children (Autumn & Spring) and up to 15 Year 5 target children. Action Tutoring administers baseline and progress tests, producing an impact report. External evaluations show improvements in children's subject knowledge, confidence and study skills.	Raised self-esteem, improved subject knowledge and use of study skills strategies.	
	The Brilliant Club: 12 Year 5 pupils	No Cost as £1920 was paid for 2019-20 programme - cancelled due to Covid.	Proven to impact on higher/middle attaining PP pupils. The Brilliant Club gains evidence from pre and post-intervention surveys. It produces an impact report.	To raise the aspirations of higher/middle attaining PP pupils. They achieve at least in line with national expectations.	

	<p>Lunch Clubs: Yr.5 PPG Reading Coaches for Yr.1 &amp; 2 PPG children. Brilliant Club children's lunchtime Homework Club <i>(Postponed due to Covid.)</i></p> <p>Alternative: PPG Champion to read with selected PPG pupils at other times, as feasible.</p>	No Cost	<p>Providing children with additional learning opportunities can help to accelerate their progress.</p> <p>Disadvantaged children are more likely to complete homework when offered support in school.</p>	<p>To improve Yr.1 &amp; 2 children's reading accuracy.</p> <p>To foster a love for reading in Yr.1 &amp; 2 children.</p> <p>To raise the self-esteem of Yr.5 children.</p>	<p>The pupils have an increased self-esteem.</p> <p>The Brilliant Club pupils develop have opportunities to develop and use their higher order thinking skills.</p> <p>Brilliant Club children complete their 1000 word assignment and 'graduate' according to the programme's requirements.</p> <p>Phonics scores are in line with or above national average.</p> <p>At end of KS1 attainment is in line with or above national.</p>
	Additional Raising Attainment Meetings (Y6)	No Cost	Scrutiny of attainments/assessments facilitates effective identification of needs and related planning for them.	To track pupils closely to ensure needs are identified, measured and met.	Close the gap in attainment between Pupil Premium and non-Pupil Premium pupils in Maths and English.
	Half-Termly Upper School Careers Assemblies <i>(Delivered virtually during Covid restrictions.)</i>	No Cost	Research from 'Primary Futures' shows that when children are made aware of higher education options and career paths, they are more likely to want to pursue them.	To raise the pupils' educational and career aspirations.	<p>Each half-term, a professional (usually with a higher education background) delivers an assembly.</p> <p>Pupil feedback shows interest in pursuing higher education and related career paths.</p>
	Meeting for Yr.5&6 parents re: How children can progress into Higher Education, funding support & advice	No Cost	Facilitated by the 'Widening Participation Project' staff at City, University of London. Their research shows that parents who have engaged in this training go on to implement it.	Parents learn about the benefits of higher education, how to encourage their child to aim for higher education, routes into higher education, financial support and welfare processes, signposting for further advice.	Parents feel empowered to encourage and discuss higher education with their children.
	Yr.5 'Money Zone' programme	No Cost	Facilitated by Metro Bank. The JRF Report (October 2013) recognises the importance of children	Children learn the benefits of banking, saving and budgeting. Metro Bank	Children & parents understand the benefits of banking, saving

			from low-income households learning about the benefits of saving money to improve their future life opportunities.	workbooks are taken home for parents to read.	and budgeting. Children open bank/building society accounts.
<b>Y3/4</b>	HLTA small group and 1:1	£10,000.00	Target Tracker data, teacher assessments and outside agency reports will be used to select PP pupils for small group/1:1 tuition and interventions.	To provide targeted support for PP pupils including those with SEND.	Close the gap in attainment between Pupil Premium and non-Pupil Premium pupils in Maths and English.  These children make good to accelerated progress as shown via Impact Maps.
	Meeting for Yr.5&6 parents re: How children can progress into Higher Education, funding support & advice	No Cost	Facilitated by the 'Widening Participation Project' staff at City, University of London.	To educate parents regarding the benefits of higher education and how to encourage their child to aim for it. To learn about routes into higher education, financial support available and welfare processes; also signposting for further advice.	Parents understand the benefits of higher education and how to encourage their child to aim for it. They know routes into higher education, financial support available and welfare processes; also signposting for further advice.
<b>Y1/Y2</b>	HLTA small group and 1:1 from Spring	£6,000.00	Target Tracker data, teacher assessments and outside agency reports will be used to select PP pupils for small group/1:1 tuition and interventions.	Targeted support for Pupil Premium pupils  Targeted support for Pupil Premium pupils with SEN  Improved phonics knowledge Improved reading levels (accuracy/comprehension) Improved Maths skills	Phonics scores are in line with or above national average.  At end of KS1 attainment is in line with or above national.
				To improve Yr.1 & 2 children's reading accuracy.  To foster a love for reading in Yr.1 & 2 children.  To raise the self-esteem of Yr.5 children.	
	Lunch Clubs: Yr.5 PPG Reading Coaches for Yr.1 & 2 PPG children (Postponed due to Covid.) Alternative: PPG Champion to read with selected PPG	No Cost			

	pupils at lunchtime, as feasible.				
	Additional Raising Attainment Meetings (Y2)	No Cost	Scrutiny of attainments/assessments facilitates effective identification of needs and related planning for them.	To track pupils closely to ensure needs are identified, measured and met	Close gap in attainment between Pupil Premium and non-Pupil Premium pupils in Maths and English.
	Creative Home Packs	£130 for Y1 & Reception	Research shows that children who engage in creative activities at home increase their chances of applying themselves to school work. Concentration skills and self-esteem are raised.	To provide Yr.1 (and Reception) PPG children with Creative Home Packs. Children engage in creative activities at home, preferably with their parent/carer.	Feedback from parents indicates that children are using the packs.  Parents are more engaged in their children's learning, resulting in pupils making good progress.
<b>EYFS</b>	Introduction of Wellcomm	No Cost (Purchased 2018)	The EEF highlights the benefit of oral language intervention for EYFS. Intervention will target low levels of language skills and poor communication.	Improve basic language skills and vocabulary building. Building basic literacy and numeracy skills.  Targeted support for PP children with SEN	At end of EYFS attainment is in line with or above national.  Gap between Pupil Premium and Non Pupil Premium has diminished.  Increased self-confidence, greater independence
	Creative Home Packs	£130 for Y1 & Reception	Research shows that children who engage in creative activities at home increase their chances of applying themselves to school work. Concentration skills and self-esteem are raised.	To provide Reception (and Yr.1) PPG children with Creative Home Packs. Children engage in creative activities at home, preferably with their parent/carer.	Feedback from parents indicates that children are using the packs.  Parents are more engaged in their children's learning, resulting in pupils making good progress.
<b>Whole School</b>	Increase Pupil Premium Grant Uptake	No Cost	Introduce screening process for all families as part of admission procedure. SIP reports this has increased uptake in other schools.	Increase PPG uptake so that the PPG budget is accurate.	All families are screened upon entry.

			Currently, there are siblings of PP children who have not been enrolled. There are children who may be entitled but have not been enrolled.		All non-PPG siblings of PPG children are identified and engage in enrolment process. Other children entitled to PPG are identified and screened.
	Pupil Premium Champion & Learning Mentor	£66,000	Teacher to champion PP pupils, leading on and delivering provision across the school, measuring impact and ensuring good value for money. Learning Mentors are proven to be an effective intervention to support children's attitudes to learning and their well-being.	Identify needs, effective provisions/interventions in place, impact of interventions is measured. Pupils' are given the best chance of effective transition to secondary school.	Close gap in attainment between Pupil Premium and non-Pupil Premium pupils in Maths and English.  Pupils with social and emotional difficulties make at least expected progress.
	Pupil Premium Champion Training	£289+VAT	The National PP Event 2021 – Virtual Online Training. Key Speakers have collated evidence regarding the impact of Covid on PPG children's learning. Nationally, and at PW, the gap between PPG & non-PPG's attaining was narrowing. Nationally, it has widened again due to Covid.	Pupil Premium Champion understands the impact that Covid has had on PPG children's learning and ways to move forwards so that PPG children can achieve according to their potentials.	Pupil Premium Champion shares findings at a Staff Meeting. All work together to implement relevant recommendations. Gap between PPG and non-PPG children's attainment narrows.
	Middle Leader release to support teaching and learning – learning walks, book looks, planning support	No Cost	Research shows that within school variance can have a negative effect on progress, especially for disadvantaged pupils.	Ensure quality first teaching Sharing best practice Ensuring more accurate data Ensuring effective interventions	Close gap in attainment between pupil premium and non-pupil premium pupils in maths and English
	Homework Club (Postponed due to Covid.)	No Cost	Research shows that disadvantaged pupils are more likely to abstain from homework than advantaged pupils. A club enables disadvantaged pupils to receive the support that is unavailable at home.	Pupil Premium Champion facilitates Homework Club on a voluntary basis. Parents are not charged.	Close gap in attainment between Pupil Premium and non-Pupil Premium pupils in Maths and English.



	Family Support Work - Family engagement (Postponed due to Covid.)	£5,000.00	Targeting/supporting parents has been a successful intervention.	Supporting parents to overcome barriers to children's learning. To increase engagement of parents in learning.  Regular Team Around the Child meetings.	Parents more engaged in their children's learning, resulting in pupils making good progress.  Increased attendance of parents at curriculum events and workshops.
	Family Support Work - Attendance Monitoring	No Cost	Monitoring of attendance by Admin. staff leads to an improvement in both punctuality and attendance.	Target families to improve attendance and punctuality. Support offered e.g. meet with DSL for advice.	Improved attendance  Attendance of Pupil Premium pupils is in line with non-Pupil Premium pupils  Reduce persistent absence
	Targeted Parents' Meetings	No Cost	Engaging parents and involving them in their child's learning	To increase parental engagement	Parents of PP pupils are engaged in school, attend meetings, and support their children.
	Targeted extended school places including Breakfast Club and Night Owls	£100000.00	Experience has shown that providing targeted places improves attendance as well as attitudes to learning.	To improve attendance and punctuality of Pupil Premium pupils To improve their social skills	Children have a good start to the day with a healthy breakfast.  Children take part in a range of enrichment activities.
	Play Therapist & Trainee Play Therapist	£2160.00	Proven therapeutic intervention. EEF states that this can have an identifiable and significant impact on attitudes to learning, social relationships in school and attainment.	To support children with significant social and emotional difficulties whose trauma is affecting their learning and their attainment.	Pupils with significant social and emotional difficulties make at least expected progress.
	Metro Bank host Parent Information Fair (Postponed due to Covid)	No Cost	Facilitated by Metro Bank. The JRF Report (October 2013) recognises the importance of parents and children from low-income households learning about the benefits of saving	Parents understand what can be offered for them and for their children particularly with regard to saving money.	Parents/children open bank/building society accounts.

			money to improve their future life opportunities.		
RWInc Resourcing: £105					
<b>Total budgeted cost</b>		£225954			

<b>Reviewing Implementation</b>
<p>Regular monitoring of progress</p> <p>Termly Pupil Progress Meetings (review of impact)</p> <p>Additional Pupil Progress Meetings for Yr.2 and Yr.6 (review of impact)</p> <p>Termly summative assessments</p> <p>Review of Pupil Premium Spend: Summer 2021</p>