

Arnside National Primary School Pupil Premium Strategy Statement 2020-21

1. Summary information					
School	Arnside National Primary School				
Academic Year	2020/21	Total PP budget	£27,680	Date of most recent PP Review	Nov 2020
Total number of pupils	126	Number of pupils eligible for PP	18	Date for next internal review of this strategy	July 2021

2. Attainment for Year 6 Leavers 2019/20		
	Pupils eligible for PP 2020 Teacher predicted assessments based on March 2020 (pre COVID lockdown)	Pupils not eligible for PP (all pupils) 2020 Teacher predicted assessment based on March 2020 (pre COVID lockdown)
% of pupils achieving the expected standard in reading, writing and maths	100%	NA
% making at least expected progress in reading (or equivalent)	100%	NA
% making at least expected progress in writing (or equivalent)	100%	NA
% making at least expected progress in maths (or equivalent)	100%	NA

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.	Confidence, self-esteem and Mental Health support for children who receive PP funding post COVID-19 Lockdown
B.	Combination of barriers including additional SEN needs
C.	Greater depth maths for children eligible for PP funding (high attaining children eligible for PPG)
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Additional support from external support – play therapy

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved confidence, self-esteem and positive self-image	Improvement in observed behaviours
B.	Disadvantaged children making similar progress to their peers (nationally) from similar starting points. Learning outcomes in line with or better than national outcomes	Disadvantaged children making similar progress to their peers (nationally) from similar starting points. Learning outcomes in line with or better than national outcomes
C.	To improve greater depth in maths for target children involving mastery work	Improved maths scores

5. Planned expenditure

Academic year

2020/21

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?
Improved confidence, self-esteem and positive self-image	<p>Use positive reinforcement for children who receive PPG to build confidence.</p> <p>Provide access to small group tuition when required.</p>	<p><u>Small group tuition</u> If target children are feeling less confident then access to small group tuition with either the teacher or teaching assist during whole class work is available to support and nurture children.</p> <p>Development of PHSE curriculum that focuses on children building positive relationships and how to deal with conflicts, problems, worries, anxiety.</p>	<p>TA to keep portfolio of work for children who receive PPG. Collect examples of support work/booster activities/differentiated support.</p> <p>Improved pupil outcomes</p>	KM	July '21
Disadvantaged children making similar progress to their peers (nationally) from similar starting points. Learning outcomes in line with or better than national outcomes	<p>Ask target children a question during each lesson to encourage communication.</p> <p>Ensure children who are eligible for PPG have all equipment they need</p>	<p><u>Feedback</u> Feedback is information given to the learner or teacher about the learner's performance relative to learning goals or outcomes. It should aim towards (and be capable of producing) improvement in students' learning. Feedback redirects or refocuses either the teacher's or the learner's actions to achieve a goal, by aligning effort and activity with an outcome.</p>	<p>TA to keep portfolio of work for children who receive PPG Collect examples of support work/booster activities/differentiated support.</p> <p>Improved pupil outcomes</p>	KM	July '21

To improve greater depth in maths for target children involving mastery work	To always provide children eligible for PPG an extension or access to mastery work in their target area.	<p><u>Mastery Learning</u> Traditional teaching keeps time spent on a topic constant and allows pupils' 'mastery' of curriculum content to vary. Mastery learning keeps learning outcomes constant but varies the time needed for pupils to become proficient or competent at these objectives. Mastery learning breaks subject matter and learning content into units with clearly specified objectives which are pursued until they are achieved. There are a number of meta-analyses which indicate that, on average, mastery learning approaches are effective, leading to an additional five months' progress.</p>	<p>TA to keep portfolio of work for children who receive PPG. Collect examples of support work/booster activities/differentiated support.</p> <p>Improved pupil outcomes</p>	KM	July 21
Total budgeted cost					£10500
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?
Improved confidence, self-esteem and positive self-image	<p>Access to support from school counsellor.</p> <p>PE Intervention Group – participation in clubs and extra PP sports session to support social interaction.</p>	<p><u>Targeted Counselling Support</u> Specific support and access to a school counsellor for vulnerable pupils. Access to targeted support programmes 'The Fizz' 'Volcano in my Tummy' suitable to individual needs</p> <p><u>Sports Participation.</u> Small group of targeted children to take part in a 20 minute PE Intervention which aims to enhance children's self-esteem, confidence and physical well-being.</p> <p>Sports participation interventions engage pupils in sports as a means to increasing educational engagement and attainment. This might be through organised after school activities or a programme organised by a local sporting club or association. Sometimes sporting activity is used as a means to encourage young people to</p>	<p>Observation and evaluation of teaching. Improved pupil outcomes.</p> <p>Target PE Assessment grid linked to gathering scores from strengths and difficulties questionnaire.</p> <p>To keep portfolio of work detailing attainment prior to intervention and then afterwards allowing us to determine the impact of intervention.</p>	KM	July '21

Disadvantaged children making similar progress to their peers (nationally) from similar starting points. Learning outcomes in line with or better than national outcomes	Focused TA Support for target children.	<u>Small Group Tuition</u> Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills. Small group maths work, differentiated spelling groups, phonics booster, speech and language intervention.	Regular review of outcomes for children. TA to keep portfolio of work detailing attainment prior to intervention and then afterwards allowing us to determine the impact of intervention.	KM	July 21
To improve greater depth in maths for target children involving mastery work	Mastery Maths Intervention – target children to receive 1:1 maths mastery session in which higher level mathematical and investigation work is explored.	<u>Mastery Learning</u> Traditional teaching keeps time spent on a topic constant and allows pupils’ ‘mastery’ of curriculum content to vary. Mastery learning keeps learning outcomes constant but varies the time needed for pupils to become proficient or competent at these objectives. Mastery learning breaks subject matter and learning content into units with clearly specified objectives which are pursued until they are achieved. There are a number of meta-analyses which indicate that, on average, mastery learning approaches are effective, leading to an additional five months’ progress.	Improved higher level maths scores of disadvantaged pupils at KS2. TA to keep portfolio of work detailing attainment prior to intervention and then afterwards allowing us to determine the impact of intervention.	KM	July ‘21
Total budgeted cost					£15,180
iii. Other approaches					
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?
Support attachment/trauma issues	Additional support from external support – play therapy	1:1 specialist provision To access Play Therapy at school to explore deeper psychological trauma.	Observe pupil behaviours, Boxall Profile review and access to learning in the classroom.	KM	July 21
Total budgeted cost					2,000

6. Review of expenditure				
Previous Academic Year		2019/20		
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
Speech difficulties and listening skills for pupils eligible for PP funding	<p><u>Lego Therapy</u> – Intervention for target children needing social support</p> <p><u>Phonics group intervention</u> Phonics group 1 x weekly for target children</p> <p><u>Speech and Language Intervention</u> Small group of target children to take part in weekly intervention.</p>	<p>Improved pupil outcomes with improved scores on phonics screening tests (91% pass rate)</p> <p>Improved pupil outcomes although difficult to measure due to Covid-19 lockdown</p>	Continue this approach and measure impact using phonics screening test results and teacher assessment.	
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
Self- esteem and confidence issues for children who receive PP funding which effects learning in subsequent years and detrimental effect on academic progress	<p><u>Sports Participation</u></p> <p>PE Intervention Group</p> <p>Access to support from school counsellor.</p>	Improved pupil outcomes although difficult to measure due to Covid-19 lockdown.	Continue with this approach and include other children who would benefit from increased sports participation.	
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)	Cost

Greater depth maths for children eligible for PP funding (high attaining children eligible for PPG)	Mastery Maths Intervention – target children to receive 1:1 maths mastery session in which higher level mathematical and investigation work is explored.	Improved outcomes for children, however due to COVID-19 lockdown many of these children were not educated in school from March 2020	Use additional White Rose Maths mastery materials to support learning. Continue to evidence impact in PP books.	Total £23380
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7. Additional detail

Focused questions and feedback in lessons. All teachers aware of disadvantaged pupils in class and target at least one question daily in English and maths to support.

Teachers also provide at least one piece of verbal feedback during English and maths to specific disadvantaged children.

PE Intervention Club specifically targeted at disadvantaged children.

Mastery in Maths and Reasoning intervention group and differentiated extension mastery work for PP in lessons.

TA collate evidence in PP books of support (annotated to assess impact of interventions)

Invested in new PSHE curriculum

Targeted support of TA's to support disadvantaged children.

Extra-curricular clubs – provided by specialist coaches – (priority to PP children)

Curriculum enrichment – support for music tuition

Reading buddies (year 6 and Reception/Year 1) – Older children acting as reading role models

Pastoral support – Sue Reid – ad hoc support for social issues (10 pp children)

Mental health focus – Sue Reid

Attendance of disadvantaged children monitored

Data analysis and half-termly progress meetings. (specific questions and analysis of PP chn)