

**Isle of Ely Primary School Pupil premium strategy statement**

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| 1. **Summary information** | | | | | |
| **School** | Isle of Ely Primary School | | | | |
| **Academic Year** | 2020/2021 | **Total PP budget** | £28,245 | **Date of most recent PP Review** | 22.09.2016 |
| **Total number of pupils** | 359 (R-Y6) | **Number of pupils eligible for PP** | Based on Jan 2020 census 31 children, but funding lagged, so based on last years figures | **Date for next internal review of this strategy** | July 2021 |

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| **2. Current Attainment** | |
| **Percentage of pupils who achieved a Good Level of Development** | |
| All children | 81% (48/59) |
| Non PPG Pupils | 84% (46/55) |
| PPG pupils | 50% (2/4) |

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| **Percentage of pupils who passed the phonics screening check (Delayed check- Nov2020)** | |
| All children | 75% (45/59) |
| Non PPG Pupils | 78% (43/55) |
| PPG pupils | 50% (2/4) |

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| 1. **Barriers to future attainment (for pupils eligible for PP, including high ability)** | | | |
| **In-school barriers** *(issues to be addressed in school)* | | | |
|  | | Early lanugage skills in Reception are lower for pupils eligible for PP than for other pupils. This slows progress in all areas in subsequent years. | |
|  | | Children who are eligible for PP are making less progress than Non PPG pupils across Key Stage 1. | |
| **C.** | | SEN and Wellbeing issues for a small group of pupils (mostly eligible for PP) are having detrimental effect on their academic progress and that of their peers. | |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | | | |
| **D.** | | Attendance rates for pupils eligible for PP are 86% (below the target for all children of 97%). This reduces their school hours and causes them to fall behind on average. | |
| 1. **Desired outcomes** | | | |
|  | *Desired outcomes and how they will be measured* | | *Success criteria* |
|  | Improve early language and reading skills for pupils eligible for PP in Reception class. | | Pupils eligible for PP in Reception class make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations. |
|  | Ensure that PP pupils make the same amount of progress as Non PP pupils | | Pupils eligible for PP identified make as much progress as ‘other’ pupils, across Key Stage 1 and Key Stage 2 in maths, reading and writing. |
|  | Behavioural, emotional and social issues of all PP pupils addressed. | | Children feel emotionally secure, safe and happy so that they make at least expected progress |
|  | Increased attendance rates for pupils eligible for PP. | | Reduce the number of persistent absentees among pupils eligible for PP to 10% or below. Overall PP attendance improves from 86% to 97% in line with ’other’ pupils. |

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| 1. **Planned expenditure** | | | | | |
| **Academic year** | **2020 - 2021** | | | | |
| 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. | | | | | |
| 1. **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?** |
| Improve early language and reading skills for pupils eligible for PP in Reception class. | ~RWI to be implemented across Reception.  ~Staff training on RWI.  ~Talk4writing training for all staff  ~High emphasis on reading and books in all areas in Reception | ~RWI has high success rates  ~Talk4writing will enourage writing talk and embed well known stories  ~ Access to high quality texts and stories will broaden children’s vocabulary. | ~Phonics lead to deliver interventions  ~Phonics lead and SLT to monitor the quality of teaching in Yr  ~Early careers role has been implemented to support NQT teachers. | Phonics lead | January 2021 |
| Ensure that PP pupils make the same amount of progress as Non PP pupils | ~Close monitoring of pupil progress and different groups  ~PIXL approach to close gaps in learning for all | Pupils eligible for PP are making less progress than other pupils across Key Stage 1 in writing and reading. We want to ensure that the learning gaps are closed for all children through thorough QLA and interventions. | ~Use staff meetings to deliver training  ~Half termly pupil progress meetings  ~ Half termly PIXL reviews with PIXL associate  ~ Inclusion lead to closely monitor vulnerable groups progress  ~More consistency across the school | Inclusion Deputy | January 2021 |
| **Total budgeted cost** | | | | | £8,000 |
| 1. **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?** |
| Improve early language and reading skills for pupils eligible for PP in Reception class. | ~Small groups in phonics (RWI approach)  ~Early interventions  ~Timetotalk interventions  ~Participation in the national NELI project. | Early interventions will mean there is less likely to be gaps developing between PP and non PP children.  The different interventions chosen have been independently evaluated and shown to be effective in other schools. | ~Organise timetables to ensure interventions are happening regularly and there is enough delivery and preparation time  ~Staff CPD on the interventions and programmes used  ~Observing in other schools who deliver the interventions to a high standard | Reception class teachers | March 2021 |
| Ensure that PP pupils make the same amount of progress as Non PP pupils | ~PIXL therapy interventions  ~ Same day interventions, especially in maths | Not allowing for gaps to widen and plugging gaps from QLA. PIXL therapies have been proven to close gaps for all children. | ~Regular monitoring where Inclusion lead and SENCO will look at PP children to ensure PP children are making as much progress as non PP chidlren | Inclusion Deputy Headteacher | January 2021 |
| **Total budgeted cost** | | | | | £3,000 |
| 1. **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?** |
| Behavioural, emotional and social issues of all PP pupils addressed. | ~Embed THRIVE approach across the school  ~New behaviour policy implemented  ~ Pastoral Support Assistant to help with PP children’s emotional and social wellbeing and becoming a second Thrive practitioner in school  ~Introduction of a mental health lead | ~Thrive approach is based on scientific neurological research and was introduced to the school last academic year and now needs to be embedded  ~New behaviour policy is based on the work of Paul Dix, in particular his book ‘When the adults change, everything changes’  ~PSA role will support children with de-escalation techniques and support children with their emotional wellbeing as and when required | ~Thrive profiles to be completed for all PP children and monitored for progress  ~ Inclusion lead to monitor behaviour incidents and support when required as well as looking for patterns  ~There will be less behaviour incidents and PP children will feel supported with their emotional health. | Inclusion Deputy Headteacher  Thrive practitioner  PSA | January 2021 |
| Increased attendance rates for pupils eligible for PP. | ~Attendance officer to monitor attendance and follow up quickly on absences  ~Attendance officer to review absences every half term as a larger picture  ~Meet with parents if attendance shows a decline  ~Work closely with Local authority to improve attendance | ~ Discussions with parents about attendance and the importance of being at school and the impact on their attainment can often have the biggest impact. | ~Attendance policy will be reviewed and implemented  ~Attend attendance briefings run by Local Authority  ~Thorough briefing of attendance officer about existing absence issues, PP coordinator, head etc. will collaborate to ensure new provision and standard school processes work smoothly together. | Inclusion Deputy Headteacher  Attendance officer | Half termly |
| **Total budgeted cost** | | | | | £25,000 |

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| 1. **Review of expenditure** | | | | |
| **Previous Academic Year** | | **2019 - 2020** | | |
| This year, due to COVID-19, the spending was different to the plan originally made. The school needed to adapt to ensure that PP children were catered for during the lockdown and home schooling approach. The school invited all PP children into school at some point and provided summer school to ensure all children had the opportunity to attend school before the end of the academic year. During the pandemic all PP students were provided with food vouchers or food parcels if they were not attending school and if they were home schooled and they required a digital device to access learning, this was also provided.  Since the pandemic we have built stronger relationships with local agencies to support the PP children and their families and now have close links with the foodbank where all PP families will be provided with a Christmas food package. | | | | |
| 1. **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** |
| Reduce barriers to learning | QFT, identify barriers to learning for PP children | Hard to assess with COVID lockdown. Strategies needed to change to support PP children.  Due to remote learning all PP children who required technology to access learning were provided with this.  PP children were all offered a place in school during the lockdown and the uptake was good. (%) | QFT will always need to be a priority to reduce barriers to learning.  Following the lockdown the school have implemented new strategies to ensure that learning can continue as close to normal as possible should another school closure be necessary. We have also identified which families would need additional support to access online learning and would continue, if possible, to offer school placements to PP children. | £5,000  (Online learning – Mathswhizz, TEAMS, devices) |
| 1. **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** |
| To develop children’s emotional wellbeing | ~Introduction of Thrive approach | This was not able to happen in the same context as planned due to COVID restrictions.  Wellbeing phone calls were made to every PP family at least once a week and recorded using Myconcern. These were more frequent if it was deemed necessary.  Thrive practioner was able to complete training. | We will continue with the Thrive approach now children are back at school.  We will be able to upskill staff in the Thrive approach.  All children should access Thrive  Parents knowledge of the Thrive approach needs to be increased. | £15,000 (Thrive practitioner salary, training and online assessment tools) |