

MISSION STATEMENT

Learning, growing and caring as part of
God's family

"I am the vine, and you are the branches. If any remain in me and I remain in them, they produce much fruit." (John 15:5)

Pupil Premium Statement 2020-21 Scotforth St Paul's C of E Primary & Nursery School

Updated Jan 21

Intent: To narrow the gap in attainment for children in receipt of PP/PP+ funding, so that they are in line with their non-PP peers. The progress of children from different 'groups' is carefully tracked, provision is made for a flexible arrangement of support, and class teachers identify and review the specific needs of children. The impact of Pupil Premium funding is reviewed at the end of each academic year, and on an ongoing basis if needs change. Evaluation focuses on both academic and pastoral matters, how pupils' self-confidence, attitude to learning, attainment and behaviour has developed, as a consequence of the intervention.

Summary Information					
School Scotforth St Paul's C of E Primary & Nursery School					
Academic Year	2020/21	Total PP Budget	£29640	Date of most recent PP review	Sept 2020
Total number of pupils	205 (+ 26 in Nursery)	Number of pupils eligible I for PP/PP+	24 (11.7%) 20 PP /4 PP+	Date for next internal review of this strategy	Sept 2021

Attainment end KS2 2019 (None at 2020 due to Covid 19)			
	All Pupils- At Age Related Expectations/ Exceeding Age Related Expectations	Eligible for PP/PP+	Not Eligible for PP/PP+
% achieving in reading, writing and mathematics	84% ARE 13% Exceeding ARE		81% ARE
Reading	74% ARE 29% Exceeding ARE	100% ARE	73% ARE
Writing	77% ARE 19% Exceeding ARE	100% ARE	74% ARE
Mathematics	81% ARE 42% Exceeding ARE	100% ARE	78% ARE

Barriers to Learning/ Future Attainment (from analysis of needs)	
In-School barriers	
A	<p>Reading stamina and reading 'diet'- (lack of books at home), being encouraged to read, or read to- reading not seen as important or a priority</p> <p>Range of Vocabulary, particularly in early years but also in KS 1 and 2 needs increasing to ensuring breadth across the curriculum</p> <p>For some, their narrow life experiences hinder access some areas of the curriculum, particularly creative writing</p> <p>Some pupils have specific special needs, particularly SPLD, ASD/ADHD which require additional provision</p>

B	<p>Social and emotional issues, particularly due to Lockdown/Covid-19 issues including:</p> <ul style="list-style-type: none"> • Increased risk of inappropriate online usage and possible abuse • Lack of academic progress and achievement • Reduction in support services- therapists, specialist teachers, early help etc. • Restricted access to health services • Increased risk of poverty • Difficulties with housing and accommodation • Lack of family support networks and communication with friends/ family • Increased levels of stress/depression • Potential increased risk of neglect/abuse • Possible impact on diet and physical development/ weight • Possible impact on independence and development milestones
External Barriers	
C	<ul style="list-style-type: none"> • A small minority of families have attendance and punctuality issues • Children within the group have identified welfare needs and have been working with agencies such as CSC, CFWB service, CAMHS and other emotional support services • Issues surrounding age- appropriate boundaries and guidance -Sleep deprivation due to poor behaviour expectations and routines • Engagement with "hard -to reach" families • Narrow life experiences and aspirations due financial constraints, time and varied priorities • Large number have tv screens/gaming devices in their bedrooms as a result (and also due to parenting boundaries) children are not going out to play or having 'time' away from the screen. Lack of parental guidance re keeping safe online • Screen time narrowing the children's experience and being used as a babysitter rather than using the screen to broaden and support education • Lack of face to face family time and shared daily experiences • EAL families where poor parental English forms barrier to understanding of UK curriculum and home learning • Cultural Capital low- lack of experiences and activities mean a significant amount of time spent on screens • Overprotective and 'I want' parenting giving children the power and decision making in minority of families • Entitled attitude, leading to complete lack of resilience in some families

Desired outcomes		
Desired outcomes and how they will be measured		Success criteria
A	Moving closer to Age Related Expectations -Particularly reading and writing stamina	Reading and writing stamina and fluency and vocabulary is increased Gap between attainment of identified pupils and their peers will be narrowed.
B	Improved wellbeing	All pupils, especially carefully identified pupils want to come to school and their attainment and aspirations are increased through pastoral care, academic progress and access to extra-curricular activities
C	Broader Family/External Issues	Families will be supported with issues that impact upon their children. They will feel more confident in engaging with school. Home -school relationships will flourish. Children will feel more confident and be more successful in school in the post Covid-19 era.
Planned Expenditure Academic Year- 2020-21		

QUALITY OF TEACHING FOR ALL

Desired Outcome	Chosen action/approach	What is evidence and rationale for this choice	How will you ensure it is well implemented?	Staff lead	Review
<p>To ensure access to:</p> <ul style="list-style-type: none"> • High quality curriculum resources and explanations during lock downs • Academic support from teachers. • Regular communication with families • Emotional and pastoral support for vulnerable children & families. • Complete phonics approach with all resources (home 	<p>Use of chosen remote learning platforms</p> <p>Remote learning policy formulated</p> <p>Teachers accessible by email for children and parents during working hours</p> <p>Zoom events to enable interaction (and parents respite from teaching!)</p> <p>Phone call for all children at home from their teacher/TA.</p> <p>Videos uploaded for transition to website</p> <p>Lessons, class readers, general messages, quizzes, challenges etc. uploaded to Purple Mash/Showbie</p> <p>Targetted extra phone calls from staff</p> <p>Staff have all the required</p>	<p>Evidence and rationale based on COVID-19 advice and DfE remote learning Expectations</p>	<p>Senior Leaders to monitor uploads</p> <p>Analysis of learning platforms and feedback from learning</p> <p>Ongoing assessment. Y1 Phonics Check</p>	<p>SLT</p>	<p>Ongoing until end of lockdown/s</p>

reading books, class books etc)	resources to fully follow the Jolly Phonics approach to phonics, including sufficient home/school readers				
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QUALITY OF TEACHING FOR ALL- Evaluation

Summer to Christmas 2020 (Including during COVID-19 Lockdowns)

The second half the academic year 2019-2020 was certainly extraordinary, and will long be remembered! COVID-19 has affected all of us, whether in school and at home. Our school closed its doors suddenly on Friday 20th of March to normal school life as we then knew it. As a result, we developed learning packs for children to work on at home. We sent these out to parents both in hard copy, and by email and they were updated by teachers on a two-week cycle. This of course meant that parents had to take over the lead role and become "teachers" at home. This had many challenges for everyone- whether "time poor" working parents trying to juggle work and home or those who are more disadvantaged or low-income families. In school, we ensured the same learning packs were used to ensure equity. The school website and FOSSY Facebook page were used to keep in touch with children and families and share vital updates and information; we were delighted how many parents posted updates on the FOSSY FB. School continued to support individual families at home with learning, teachers made phone calls to each child in their class to ascertain if/how they were managing, and we prioritised vulnerable families. Information surrounding online safety information was re-published, and both children and parents reminded of its content. Transition for each year group was still planned, Class Teacher letters and updated website areas for remote learners and children in school ensured understanding of new year groups and reduced anxiety. In school, vulnerable children continued to get support and to work with a range of teachers. Staff were timetabled to ensure continuity for all children, but particularly vulnerable/ PPG. The school office has also remained open throughout lockdown to ensure that there is always a point of contact for all families- particularly vulnerable/ PPG families. These communications have taken place via phone, email, Scopay or through social distanced visits to the main entrance.

TARGETTED SUPPORT

Desired Outcome	Chosen action/approach	What is evidence and rationale for this choice	How will you ensure it is well implemented?	Staff lead	Review
To support children to access the curriculum and make progress towards meeting age related expectations/ expected progress	· Contribution to SEN budget	Early support to ensure all needs are met, including support from external agencies	Support and interventions are monitored and evaluated re effectiveness &	RA/AA/ EF	Half termly

To provide clear strategies to support individual children with additional needs to maximise their potential including supporting and monitoring referrals as necessary		as appropriate agencies	progress of the children		
<ul style="list-style-type: none"> · Support is timely, appropriate and focussed on the children making good progress from their starting points · Staff support for small groups and 1-1 interventions in order to remove barriers to learning in reading, writing, fine motor skills, maths and social skills · Support /interventions are monitored and evaluated for effectiveness and progress of the children · Referrals to the LA are completed efficiently and support/ interventions received begin sooner rather than later 	<ul style="list-style-type: none"> · Additional resources to support the provision map · Educational Psychologist time 				
Targeted COVID19 outcomes:					
To ensure <ul style="list-style-type: none"> · We empower and enable families to safeguard children by sharing advice and information that they can use. For example, signposting to online safety resources or support with boundary setting. · Access to learning resources for families without them · Access to food for all. 	<ul style="list-style-type: none"> · Refreshed code of Conduct including new online lessons expectations · Loan of Equipment · Food bank referrals as needed · Daily snack for FSM children 	Supporting vulnerable children and young people	Overview of needs for our families to be completed	SLT/EF	Weekly reviews @ SLT meetings.

<ul style="list-style-type: none"> · Access to support in the home from external services · Access to health services · Access to school and support for learning for our vulnerable families. 	<ul style="list-style-type: none"> · in school additional to lunch · Referrals to Early help as needed · Regular support re redeeming FSM vouchers · Regular phone calls/text messages reminding parents to redeem historic vouchers · Regular contact for FSM, Vulnerable and SEN families · Sharing of information between staff to support the changing needs of vulnerable families. 	<p>During COVID 19 outbreak (May 2020)</p>	<p>To be regularly monitored.</p> <p>Key families to be allocated to a lead person.</p>	<p>SLT/EF</p>	
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TARGETED SUPPORT Evaluation

Summer to Christmas 2020 (Including during COVID-19 Lockdowns)

Staff have remained in weekly contact with FSM, Vulnerable and SEN parents on a weekly basis either by phone or face to face. This was well-received and the majority of people were happy to chat. Just a few families were reluctant to engage, so we found different ways to check in with them such as via FB or email. A proportion of our families do not answer the phone from withheld numbers so were re contacted using the school landline. Protective factors and risk were both taken into consideration with all PPG families, and staff have supported families in a range of ways:

Staff have supported these groups by:

- Delivering FSM to particular homes
- Regular support re redeeming FSM vouchers
- Regular phone calls/text messages reminding parents to redeem historic vouchers
- Delivery of Stationary packs (provided by Lancaster University) supporting aspirations
- Liaising with agencies to ensure families still receive appropriate support e.g. Health Services, Foodbank, Children and Family Wellbeing Service, Speech and Language Therapy, SEN/D assessment team, Educational Psychologist and Child Action North West
- CAF/ TAF strategy meetings took place remotely.
- Access to Kid's Club at a local hub school for holiday support

- Daily exercise for all children and PPG children in school and fitness challenges for children at home.
- Daily snacks and a three choice hot and healthy meal for all children in school- including FSM
- All SEN/D provision for children with SEN/D in school has still taken place. Referrals to SEN/D services have continued, including EHC applications. EHC reviews and transition reviews have been carried out remotely and SEN/D support for parents at home was provided by the Learning Mentor, SEN/DCO, class teachers and TAs.

Careful consideration has taken place in school for routines and staffing for our PPG children in order to support them- both pastorally and academically. This included consistent routines for all and visual reminders of what is happening as necessary

Wider Strategies including Enrichment

Desired Outcome	Chosen action/approach	What is evidence and rationale for this choice	How will you ensure it is implemented well?	Staff lead
<ul style="list-style-type: none"> • To support families in ensuring that financial difficulties do not prevent children from experiencing enhanced learning opportunities/experiences. (Including access to Scotforth ASC/ holiday club, sports clubs, music lessons, uniformed groups etc.) 	<ul style="list-style-type: none"> • Fund school trips and well as Y6 residential to Lockerbie (Covid-19 permitting) 	<ul style="list-style-type: none"> • Giving children wider opportunities and experiences broadens their horizons and their aspirations to succeed 	<ul style="list-style-type: none"> • SLT monitoring and weekly meetings • Whole school approach • Liaison with other providers e.g. ASC, Lancashire Music Service, Sensai, Morecambe Football Club 	<ul style="list-style-type: none"> • Pastoral team and SLT
<ul style="list-style-type: none"> • To support children to learn a musical instrument, or take part in other external enrichment clubs e.g. Karate, Sports 4 All where money shortage means this is not a 	<ul style="list-style-type: none"> • Fund music, clubs etc. for those children who we have identified as in need. • To provide funding for 	<ul style="list-style-type: none"> • Ensuring no children are at a disadvantage or without basic needs met 	<ul style="list-style-type: none"> • As above 	<ul style="list-style-type: none"> • Pastoral team and SLT

<p>priority</p> <ul style="list-style-type: none"> Children take part in quality creative arts lessons and achieve well in other subjects Providing uniform and other incidentals for families in need. To ensure that all children are given equal opportunities and that lack of money is not a barrier 	<p>breakfast/after school club</p> <ul style="list-style-type: none"> To help give families that otherwise might struggle to buy new uniform a sense of belonging and improves attendance To provide FSM vouchers in the Autumn term for children unable to attend school To fund FSM voucher during half term 		<p>SLT monitoring and weekly meetings</p> <p>Whole school approach</p> <p>Collection box for Olive Branch Food bank permanently sited at school</p>	<p>SLT</p>
<p>COVID-19 ENRICHMENT</p>				
<ul style="list-style-type: none"> To ensure that key worker and vulnerable children have access to a range of enrichment opportunities and outdoor learning. To try to 	<ul style="list-style-type: none"> Enrichment opportunities to be provided through in-school timetables. Access to Scotforth Breakfast/After 	<p>Schools opening for Children of vulnerable families and key worker (March 2020)</p> <p>Supporting vulnerable</p>	<p>Updated Curriculum overviews</p> <p>Monitored through SLT.</p>	<p>SLT</p>

<p>replicate this access to vulnerable families at home.</p> <ul style="list-style-type: none"> • Continue to use sports coaches where we are the only school they visit, and with appropriate PPE/Social distancing • Continue individual music lessons as part of Risk Assessment 	<p>School Club for vulnerable families.</p> <ul style="list-style-type: none"> • Out of school sports club just for same children as worked with in school lesson 	<p>children and young people during COVID 19 outbreak (May 2020)</p>		
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Costs of FSM vouchers to be determined according to any bubble closures. (We have 24 children on FSM and the cost of each voucher is £15 a week.)

ENRICHMENT EVALUATION

Summer to Christmas 2020 (Including during COVID -19 Lockdowns)

During the pupils' time in school, we endeavoured to continue to offer our children exciting and fun activities, which developed both their academic and social/emotional wellbeing. Due to COVID restrictions, staff had to be creative with their ideas and use of resources to ensure pupils were still motivated and engaged with their learning. Some of the activities the children accessed are:

- Daily sporty activities such as- Joe Wicks work outs, running, circuits, aerobics
- Art projects that have developed drawing and painting skills and art appreciation- drawings, painting various exciting things, insect and nature drawings,
- Nature walks- Enjoying the lovely weather, the children have explored every element of nature on our school grounds and they have loved being outside Nature Detectives
- Using recycled materials, the children made...
- A really touching and memorable leavers' celebration service via zoom with every family, staff member and our Vicar
- Ongoing Deaf Awareness, with a focus in EYFS on learning BSL in preparation for HI children who will be joining us
- VE Day Celebrations- VE day picnic, homemade decorations, bunting and a quiz
- Creating a large thank you display for Key workers in our front windows and a brilliant painted banner on the front railings
- Enjoying the flowers of spring and nature with a range of fun art activities through our Woodland Trail
- Remembrance Day display at front of school
- As local grottos were shut we persuaded Father Christmas to make socially distanced visits to our Tier 3 area in school to distribute presents
- We enjoyed the Lancaster Grand's Cinderella pantomime via live stream and also the Selfish Giant from Riding Light's company
- Our children and families collected a large amount for the local food bank the Olive Branch
- Nativity play and Christmas Carols filmed in a socially distant manner and distributed to community including local care homes
- Christmas cards made and sent to local resident who may be on their own or unwell
- Children enjoyed wearing their own clothes for Children in Need

