



PUPIL PREMIUM STRATEGY 2020-2021 review

Pupil premium funding allocated to Shelley First School in 2020-2021 = £11,070

'Catch-Up' funding is separate to the Pupil Premium funding. The school recognises that other pupils who do not receive direct funding may be disadvantaged and as a result the school invests in providing high quality teaching and learning for ALL pupils. Quality First teaching is the primary focus. We make use of EEF research when planning effective use of Pupil Premium funding.

Main barriers to educational achievement that the disadvantaged children face at Shelley First:

- Gaps in literacy and numeracy
- Social and emotional needs
- Language delay
- Linking new information to previously learned information and the practical application of knowledge gained
 - Poor fine motor skills
- Parental involvement with home school learning/access to IT provision at home

This is how these resources will be spent in 2020-2021:

- Interventions in Maths/Literacy to ensure pupils who are falling behind are taught in small focussed groups with an appropriate curriculum to ensure maximum progress in Reading, Writing and Mathematics
- Becoming a reading school, in line with Trust directive
- CPD for ETAs around using Teams in preparation for Home Learning
- CPD for teachers regarding a recovery curriculum and organisation around home learning for part and whole school closures
- Small group intervention for Mathematics where appropriate to support same-day intervention
- Support for vulnerable pupils at lunchtime
- Upon parental request, money may also be used to subsidise school trips and uniform
- Curriculum enrichment via after-school clubs (when it is safe to do so)
- Providing basic school equipment for pupils
- ETA salary to provide intervention for social and emotional needs (Nurture sessions)
- ETA salary to provide Handwriting and fine motor skills support
- Ensure that all ETAs are aware of our Disadvantaged pupils and of their needs

Allocated Spend	How will we spend the Pupil Premium funding? (Actions)	How we will measure impact. (Success Criteria)	Impact
Teaching and Learning Strategies and interventions			
School budget	<p>Update feedback policy practices in the light of COVID 19</p> <p>PPE for staff in order to provide feedback safely</p> <p>CPD for staff to work effectively during home/school learning</p>	<p>Staff Training 7.9.20</p> <p>Staff meeting minutes</p> <p>Book scrutiny</p> <p>Pupil voice</p> <p>Outcomes for DA pupils</p>	<p>-Only one incident of COVID amongst staff resulting in bubble closure (this was a temporary/ visiting member of staff).</p> <p>-DA Pupils made good progress from starting during Autumn Term, Spring Term and Summer Term (see data analysis)</p>
<p>£3500</p> <p>£4290</p> <p>£100</p> <p>School budget</p>	<p>Enhanced staffing ratios to ensure effective support for disadvantaged pupils (Inc. Lunchtime)</p> <p>Purchase of resources/additional staffing for individual pupils to enable access to curriculum</p> <p>Provision of uniform for vulnerable pupils.</p> <p>Access to sport and educational/emotional development experiences</p>	<p>Outcomes for DA pupils</p> <p>Work scrutiny (access to full curriculum)</p> <p>Sporting data</p>	<p>DA Pupils made good progress</p> <p>Behaviour remains a strength</p> <p>Monitoring of pupil wellbeing evidenced a smooth transition back to school. This was facilitated via sports and educational/emotional development activities.</p> <p>DA pupils are accessing after-school clubs</p> <p>Uniform provided for targeted pupils</p>
£1760	<p>Targeted support for vulnerable pupils including Looked After pupils- Interventions and small group work</p> <p>Nurture Support for targeted pupils (ETA staffing)</p>	<p>Serious incidents log</p> <p>Behaviour logs</p> <p>Exclusions</p> <p>CPOMS tracking</p> <p>Feedback from pupils</p> <p>Feedback from parents</p>	<p>No serious incidents recorded this year.</p> <p>No Exclusions this year.</p> <p>CPOMS tracking shows actions impact positively for DA and vulnerable pupils</p> <p>Nurture has been target at the most needy bubble (due to Covid) and has impacted positively upon pupils</p>

		Feedback from staff	Surveys show that pupils remain happy at school, they can identify key adults and are able to get help if needed.
School budget	Behaviour support and interventions; focused work with Ethos Academy, Communication & Interaction Team, Psychological Service, Speech and Language Therapy Service, CAMHS, Chews etc.	Accident tracking Behaviour logs Exclusions CPOMS tracking SEND files	SEND pupils have accessed external support where necessary. Monitoring of the impact of this is ongoing.
School budget	CPD for staff around appropriate homework task to be most effective (quality of task) Communication with parents Resourcing Research into appropriate learning platforms. Consider which children will need to access funding for resources to ensure equality when working at home. Work packs for vulnerable children	Parent voice Lesson observations to consider impact of learning being recalled easily	Home/ online learning strategy in place and actioned. Parent surveys show high levels of engagement from parents/pupils. Vulnerable children have the resources that they need to access learning both at home and in school.
School budget	Migration to Microsoft teams Children given own email accounts Planning time for recovery curriculum Planning time for lockdown procedures Welfare groups in place CPD for Teachers: online teaching CPD for ETAs: online teaching	Parent voice Data Pupil voice	Home/ online learning strategy in place and actioned. Monitoring of pupil wellbeing evidences positive impact of recovery curriculum. Nurture provision in place for identified pupils.

<p>School budget</p> <p>£1500</p> <p>£886.75</p>	<p>Phonics CPD for Teachers</p> <p>Phonics CPD for ETAs</p> <p>Book scheme purchased</p> <p>Multi-Sensory resources purchased</p>	<p>Lesson observation</p> <p>Data</p>	<p>Phonics scheme and policy in place. Resources to promote a multi-sensory approach have been purchased and are being used. Training for all staff actioned.</p> <p>Data trackers for Year 1 pupils show significant progress from low starting points in September (79% scored 32+ in phonics screen in July 21).</p> <p>88.9% of Y2 pupils passed the phonics screen in Autumn 2 (national average 79.4%) Pass mark was 32/40. 77.8 % scored between 37 – 40 11.1 % scored between 32 – 46 13.3 % scored between 24 - 31</p>
<p>£217</p> <p>School budget</p>	<p>Letterjoin purchased</p> <p>Fine motor skills/handwriting small group work</p>	<p>Work scrutiny</p>	<p>Work scrutiny shows improvement in fine motor skills since September. However, this still remains an issue post-Covid.</p>
<p>School budget</p>	<p>ETA's to be trained on using Microsoft Teams</p>	<p>Parent voice</p>	<p>All ETA's actively using teams to support online learning.</p>
<p>School budget</p>	<p>Children to be grouped with appropriate staff to enable them to have a 'key worker' type person to connect with for home support</p> <p>Staff booklet prepared for both Teachers and ETAs to enable them to know the expectations</p>	<p>Staff voice</p>	<p>Welfare calls for identified pupils in place. All identified vulnerable pupils are accessing learning from school to support engagement.</p>

Education Endowment Foundation founded by the education charity the Sutton Trust

The EEF is an independent grant-making charity dedicated to breaking the link between family income and educational achievement, ensuring that children from all backgrounds can fulfil their potential and make the most of their talents. The EEF uses to help schools spend money more effectively to improve the teaching and learning of children from low-income families. <https://educationendowmentfoundation.org.uk/evidence/teaching-learning-toolkit#>

The school uses this research to support staff understanding as well as to plan CPD.