

# Pupil premium strategy statement

1. Summary information					
School	St Mary's Broughton Gifford				
Academic Year	2020 21	Total PP budget	£9,725	Date of most recent PP Review	N/A
Total number of pupils	89	Number of pupils eligible for PP	12 (x3 military)	Date for next internal review of this strategy	Nov 2020 July 2021

2. Current attainment		
Based on Y6	Pupils eligible for PP (1)	Pupils not eligible for PP
% achieving expected in reading, writing and maths	33.3%	75%
% making progress in reading	57%	81%
% making progress in writing	57%	82%
% making progress in maths	57%	87%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
A.	Limited phonics and comprehension skills(aim to see an overall improvement in the reading data for PP children)
B.	Limited extended writing opportunities for the more able PP children – writing has seen an improvement in the past year but remains a focus to ensure progression of standards
C.	22.2% of children entitled to PP Grant are also on SEND register
D.	Further gaps in learning due to school closures and home learning
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
E.	Parental understanding of how to support children to be school ready and ready for the next stage in their education
F.	Parental engagement in supporting learning at home

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Children to be well prepared for their next stage of learning	Social and emotional needs do not hinder progress FSW and emotional literacy support improves readiness to learn and access to learning Intent of lesson plans shows high expectations

<b>B.</b>	To increase pupils resilience to challenge, ensuring a positive mindset thereby enabling maximum impact from deeper learning opportunities, making connections and securing knowledge in long term memory	Termly tracking shows an improving picture for PP children. Pupil progress meetings focus specifically on the PP children as a group and progress is evident Teacher focus on gap busting for PP children – use of pre and post learning Planning in school has high expectations for all children but looking closely at the expectation for PP children.
<b>C.</b>	To know what each child is disadvantaged of and facilitate opportunities to overcome this To identify and support the children who are in receipt of PP who also have additional vulnerabilities.	Social / emotional needs do not hinder progress Cultural capital Bespoke tracking of SEN children through reading, maths and spelling ages to ensure small steps of progress are measured. Pupil provision maps to be used to identify small achievable targets Targeted intervention
<b>D.</b>	Higher rates of improvement in reading and writing for PP children. More PP children in KS2 reach end of year expectation in reading, writing and maths	Data shows across the school that the gap is closing for PP children Planning files show where intervention /pre teach has taken place
<b>E.</b>	To provide a Recovery Curriculum in order to address gaps and aid returning to school	Pupils to be provided with a Recovery curriculum in order to re-connect relationships with pupils/staff and pupil/pupil. Pupils through pupil voice feel safe, secure and supported.

## 5. 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.

### i. Quality of teaching for all

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Consistent high quality provision in all classrooms	<p>Pupil progress meeting termly to look at outcomes and set new targets.</p> <p>Quality first teaching – observations show all teaching is at least good.</p> <p>Planning shows challenge for PP children to close the gap</p> <p>Tailored small group work led by the class teacher to</p>	<p>Teachers will be able to discuss the steps they are taking to close the gap and evidence impact</p> <p>SENCo to support with strategies for improvement</p> <p>Immediate quality feedback to PP children to identify concerns with learning</p> <p>The attainment / progress difference between PP and non PP is closing</p>	<p>Termly monitoring Monthly check of Pupil Asset and Book Look to triangulate the evidence</p> <p>Lesson observations, learning walks and data used to triangulate the effectiveness of teaching and interventions</p> <p>Improved KS2 performance for PP children so they make the same progress as their peers</p>	Class teachers with GB / PO	Termly

	look at > depth / pre teach concepts				
For children to be well prepared for their next stage of education. For children to know and understand the intention of the learning, how this will be implemented and the impact this will have on their outcomes	<p>Teachers and TAs will provide appropriate feedback.</p> <p>All marking will follow the school feedback policy</p> <p>Distance marking sheet will track progress; identifying PP targets where necessary</p> <p>High quality first teaching with bespoke support as required</p>	<p>Quality marking should support progress</p> <p>Pupil voice – can they explain how they can improve their learning?</p>	<p>Book look termly</p> <p>Moderation of work between staff</p> <p>Carry out Pupil Voice questionnaires</p>	SLT	Feedback on this will be provided termly to SLT meetings

<p>To raise the % of disadvantaged / PP children achieving ARE in RWM through a thorough and broad curriculum that focuses on cultural capital and the needs of all children</p>	<p>Resources tailored to meet the learning needs of the PP children - iPads for independent work and research in class</p> <p>Specific tasks for PP child to support learning. Quality first teaching for all pupils.</p>	<p>Access to quality IT provision to encourage independent learning and make sure PP children make the same progress as non PP children</p>	<p>Monitor the use of iPads in class to support learning.</p> <p>Pupil progress meetings</p> <p>Test scores, lesson obs, book look and pupil voice used to triangulate the evidence</p> <p>Nessy and bespoke intervention</p>	<p>Class teacher</p> <p>SLT</p>	<p>Termly</p> <p>Monitor class planning to show impact</p>
<p>To use a Recovery Curriculum to address gaps after school closure/</p>	<p>Staff training on “The Recovery Curriculum”</p> <p>Staff training on Jigsaw resources to aid activities in a Recovery Curriculum.</p>	<p>EPI research finds that disadvantaged pupils are over 18 months behind by the age of 16. The impact of the pandemic will almost certainly widen this gap. Research on attainment of children who have missed significant periods of schooling due to absence suggest a large overall impact on attainment in addition to widening of the disadvantage gap that is expected based on studies of summer learning loss. The pandemic is likely to exacerbate existing inequalities and widen the attainment gap that already exists. As well as dealing with the academic gap school will also have to deal with more pastoral and mental health support for an increased number of pupils</p>	<p>Pupil voice</p> <p>Re-arranging the curriculum in order to provide more opportunities for required activities.</p>	<p>Class teachers and SLT</p>	<p>Termly through pupil voice</p>

**Total budgeted cost for all targets as agreed with TWHF £ 9,725**

**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?
-----------------	------------------------	---	---	------------	--------------------------------------

Cultural capital. Specific PP children have a bespoke curriculum to address their learning needs	In class support and intervention used effectively to support quality first teaching enabling positive impact on progress Bespoke key skills support	Gaps in learning addressed though pre teach and small group work in class  Specific support from the SENCo as required	Pupil asset tracking Distance marking sheets Review of pre teaching and intervention Pupil progress meetings Key skills support, Nesy and other bespoke intervention	SLT	T2, 4 and 6
Additional TA support in class to facilitate high quality teacher led sessions with supportive pre teach / keep up sessions which target gaps in learning resulting in accelerated learning	Accelerated learning to focus on ensuring the PP children make good progress (including > depth)	Misconceptions at an earlier stage impacting on progress  Able PP children need to reach > depth and show good progress by the end of the year To enable the class teacher to work with small groups to consolidate learning Support in class to improve RWM Pre teach to prepare PP children for the lesson Priority reading with TA to support progress PP children also on SEND register have targets reviews termly and have aspirational targets	Review meetings with the class teacher  Discussion with the SENCo to support Intervention strategy  SLT monitoring	PO SENCo SLT	Termly Data capture points
Targeted and bespoke ELSA type/ nurture support across the school	Support children to develop resilience and positive learning behaviours to be prepared emotionally for their next stage of education	Children to be emotionally ready for learning Children to be resilient to appropriate challenge	SLT monitoring Pupil voice Parent voice GLS assessment / Boxall	SENCo	Termly
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>

PP children are supported in their emotional needs so they are able to make progress and improve their life chances	Class teachers to have a good understanding of the child's needs through contact with parents and/or through the PSA support	Emotional / social difficulties prevents children accessing learning	Review impact during pupil progress meetings	ELSA Senco HT	Pre/post ELSA Pupil progress meetings
---	--	--	--	---------------------	--

## 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
Improved KS2 performance for PP children so they make the same progress as their peers	<p>Pupil progress meeting termly to look at outcomes and set new targets.</p> <p>Quality first teaching – observations show all teaching is at least good.</p> <p>Planning shows challenge for PP children to close the gap</p> <p>Tailored small group work led by the class teacher to look at &gt; depth / pre teach concepts</p>	<p>For the difference to diminish between Pupil Premium and Non- Pupil Premium children. Pupil Progress Meetings and Provision Maps will be used termly to record and evaluate the effectiveness of interventions / analyse quality of teaching and impact on attainment and progress</p>	<p>Continue with bespoke approach with close monitoring and planning by class teacher</p> <p>Months progress made across the academic year by pupils (who were not already at top of assessment scale)</p> <p>Reading decoding + 5 months</p> <p>Reading Comprehension + 5months</p> <p>Spelling + 1months plus pupil from unable to score to score</p> <p>Maths + 7.5 months and 1 pupil from unable to score to score</p> <p>PP children / not PP</p> <p>Reading progress</p> <p>29% Greater depth /43%</p> <p>29% on track / 38%</p> <p>43% not on track /19 %</p> <p>Writing progress</p> <p>29% Greater depth / 25%</p> <p>29% On track / 57%</p> <p>43% not on track / 16%</p> <p>Maths progress</p> <p>43% Greater depth / 35%</p> <p>14% on track / 52%</p> <p>43% Not on track / 13%</p>	£6240 in total

<p>Additional TA support in class</p>	<p>TA in class full time to support PP children in small groups</p>	<p>Pupil voice – Pupils stated that they had received support from both class teachers and TAs. They felt that having a TA enabled them to access support quicker and felt confident that their needs were being met either through additional help on a 1 to 1 or small group basis. One pupil stated that they had received a significant amount of support on a 1 to 1 basis and this had increased his confidence within whole class teaching sessions</p>	<p>Continue with this approach for delivery of emotional support and pre / post / gap busting intervention</p>	
<p>For children to know and understand their next steps to learning and what they are already doing well.</p>	<p>Teachers and TAs will provide appropriate feedback.</p> <p>All marking will follow the school feedback policy</p> <p>Distance marking sheet will track progress; identifying PP targets where necessary</p>	<p>Pupil voice – pupils stated that they were aware of what the intended outcome for their learning was, they were keen to share what they had done well (verbal and written feedback from class teachers and TAs) and felt confident that they were informed what the next steps to their learning were</p>	<p>Teachers to plan all and support in the delivery of a high quality curriculum with bespoke targeted intervention / pre and post learning. Ensure clear and regular feedback is shared with parents</p>	

<p>Specific PP children have a bespoke curriculum to address their learning needs</p>	<p>In class support and intervention to allow quality first teaching to impact on progress</p> <p>Pre teach sessions by class teacher to enable children to keep up</p>	<p>Pupil voice – enjoy the support of a 1 to 1 at times. They felt that they were less worried about asking questions when away from their peers and were more confident when returning back to the whole class situation</p>	<p>Focus on emotional needs to support academic achievements. SENCo to support planning and delivery of bespoke curriculum as required</p> <p>Use of recovery curriculum resources to support as required</p>	
---	---	---	---	--

**ii. Targeted support**

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
<p>PP children are supported in their emotional needs so they are able to make progress</p>	<p>Class teachers to have a good understanding of the child's needs through contact with parents and/or through the PSA support</p>	<p>Each session will be bespoke and planned according to the individual child's needs. Evidence from the children – engagement and progression. 1:1 nurture interventions and behaviour interventions seek to improve attainment by reducing dis-engagement</p>	<p>We have made sure that during lockdown these children received phone calls from their class teacher as well as the nurture TA to ensure they felt fully supported at home.</p>	



<p>To raise the % of disadvantaged PP children achieving ARE in RWM. PP children to be independent and resilient learners</p>	<p>Resources tailored to meet the learning needs of the PP children - iPads for independent work and research in class</p> <p>Specific tasks for PP child to support learning. Quality first teaching for all pupils.</p>	<p>To enable PP children to make the same amount of progress as their peers and fulfil their academic potential based on their relative starting points.</p> <p>Evaluation and tracking of reading / maths and spelling ages for those not reaching ARE.</p> <p>Pupil Progress Meetings</p> <p>Reading 57% of PP pupils are working on track or at Greater depth</p> <p>Writing 29% of PP pupils are working on track or at Greater depth</p> <p>Maths 57% of PP pupils are working on track or at Greater depth</p>	<p>29% of Pupil premium children met ARE in writing compared with 78% nationally (2019). Giving a gap of 49%. This will need to be a focus next year to further close this gap.</p> <p>57% of Pupil premium children met ARE in reading compared with 73% nationally (2019). Giving a gap of 16%. This will need to be a focus next year to further close this gap.</p> <p>57% of Pupil premium children met ARE in maths compared with 79% nationally (2019). Giving a gap of 22%. This will need to be a focus next year to further close this gap.</p>	
---	---	--	---	--

### 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
<p>PP children are supported in their emotional needs so they are able to make progress</p>	<p>Class teachers to have a good understanding of the child's needs through contact with parents and/or through the PSA support</p>	<p>Pupils receiving ELSA type support have made positive progress across all subject areas this academic year</p>	<p>We have made sure that during lockdown these children received phone calls from their class teacher as well as the ELSA TA to ensure they felt fully supported at home.</p>	

## 7. Additional detail

--