

Pupil Premium Strategy Statement: Trawden Forest Primary School

| Summary information | | | | | |
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| School | Trawden Forest Primary School | | | | |
| Academic Year | 2019-20 | Total Allocation | £33,300 | Date of most recent PP review | Summer 2016 |
| Total pupils | 195 | Number of pupils eligible for PP | 24 | Date for next internal review of this strategy | Autumn 2020 |

| | Objectives | Outcomes |
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| A | To improve the outcomes for all KS2 pupils, in receipt of Pupil Premium, in GPS and Writing. | 64% of pupils in Year 6, who are eligible for PP, were on track to achieve the expected standard in Writing and GPS. |
| B | To improve the outcomes for all KS2 pupils, in receipt of Pupil Premium, in Maths. | 73% of pupils in Year 6, who are eligible for PP, were on track to achieve the expected standard in Maths. |
| C | To increase the percentage of pupils in Y6, receipt of Pupil Premium, achieving the expected standard in Reading, Writing and Maths combined. | 64% of pupils in Year 6, who are eligible for PP, were on track to achieve the expected standard in combined Reading, Writing and Maths. |
| D | To improve the mental health and wellbeing of pupils eligible for PP in Y6. | The mental health and wellbeing of pupils in Y6 improved and has less of a negative impact on their learning and outcomes. Boxall profiling showed improvement in self-esteem . |

| REVIEW OF EXPENDITURE Previous Academic Year 2019-2020 | | |
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| Quality of Teaching for all | | |
| Objective | Action | Impact |
| A To improve the outcomes for all KS2 pupils, in receipt of Pupil Premium, in GPS and Writing | Daily teaching of GPS and regular practise to allow application of skills. | Evidence from Book looks shows that GPS is taught regularly. Personalised spellings and phonics are delivered to pupils who are working towards the expected standard. 64% of pupils in Year 6, who are eligible for PP, were on track to achieve the expected standard in GPS. |
| | An assessment of Phase 5 phonics across KS2 is used as a diagnostic tool. | After a thorough assessment of phonics across KS2, the following % were still working at Phase 5 in Spring 2020. Year 3 (3/3) =100% Year 4 (1/2) =50% Year 5 (3/3) =100% Year 6- (4/11) = 36% |
| | Teachers set ambitious targets for their pupils and raise their expectations, checking non-negotiables in order to improve standards. | Year group non-negotiables have been agreed with staff and will be reviewed at the next round of work scrutinies. 64% of pupils in Year 6, who are eligible for PP, were on track to achieve the expected standard in Writing and GPS. |
| B. To improve the outcomes for all KS2 pupils, in receipt of Pupil Premium, in Maths. | Give timely feedback to pupils and additional support through pre-teach and discussion on misconceptions. | Pupils receive most feedback verbally and through written comment. Pupils have time to 'fix it' during this time, they have support if needed. 73% of pupils in Year 6, who are eligible for PP, were on track to achieve the expected standard in Maths. MyMaths was being set in Years 4 to 6 to address misconceptions and personalised practise is routinely set. |

| | MyMaths and Timestable tasks will be set to address misconceptions and track progress against these tasks, informing AFL and 1:1 support where needed. | |
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| Objective | Action | Impact |
| C. To increase the percentage of pupils in Y6, receipt of Pupil Premium, achieving the expected standard in Reading, Writing and Maths combined. | Deliver personalised learning sessions targeting specific subjects. | Feedback sessions were delivered during the Autumn term. 64% of pupils in Year 6, who are eligible for PP, are currently on track to achieve the expected standard in combined Reading, Writing and Maths. |
| | Plan personalised homework to address areas in need of rapid improvement. | Personalised homework set in Year 6 is helping pupils address their misconceptions and make progress. |
| | Engage parents in supporting their child with the areas in need of rapid improvement. | Meetings with parents and carers were positive and children's strengths and areas for improvement were shared. Parents emailed and asked for guidance on how they could support their child at home. |
| D. To improve the social and emotional, mental | Plan lessons in mental health and well being using PSHE association. | Lessons followed the LTP in line with the PSHE Association using a range of resources. |

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| <p>health and wellbeing of pupils eligible for PP in Y6.</p> | <p>Complete a Boxall profile for identified pupils.</p> | <p>Boxall profiles were reviewed half termly for pupils who receive specific nurture sessions/support. The mental health and wellbeing of pupils in Y6 continued to improve for 2/5 of the PP pupils receiving Nurture. These pupils, were not on track to achieve EXS at the beginning of the year, are now on track. There was 1 new referral for external agency support and 1 PP pupil who continued to receive external support and nurture. Children receiving nurture and who were a concern, were offered a place in a bubble during lockdown.</p> |
| | <p>Early help referrals made for pupils in need of specialist /external agency support.</p> | |

BARRIERS TO FUTURE ATTAINMENT (2020-21) 26/199 Pupils eligible for PP in school

IN-SCHOOL BARRIERS

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| A | Pupils eligible for PP in KS1 are not working at the Year Group Expectation in Writing and Phonics. |
| B | Pupils eligible for PP in KS2 are not working at the Year Group Expectation in Writing / GPS. |

EXTERNAL BARRIERS

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|---|---|
| C | 15% of pupils, eligible for PP, do not have access to a computer at home and are therefore at a potential disadvantage from blended learning. |
| D | 30% of pupils in Y6 have identified concerns around their mental health and well-being. |

OUTCOMES

| | Objectives | Success Criteria |
|---|---|---|
| A | To improve the outcomes for all KS1 pupils, in receipt of Pupil Premium, in Writing and Phonics. | KS1 33% of Y2 pupils, who are eligible for PP, achieve the expected standard in Writing. KS1 66% of pupils in Y1 meet the expected standard in Phonics. KS1 66% of pupils in Y2 meet the expected standard in Phonics.(not resit) |
| B | To improve the outcomes for all KS2 pupils, in receipt of Pupil Premium, in Writing and GPS. | 75% of pupils in Year 6, who are eligible for PP, achieve the expected standard in Writing. 100% of pupils in Year 6, who are eligible for PP, achieve the expected standard in GPS. |
| C | To improve the mental health and wellbeing of pupils eligible for PP in Y6. | The mental health and wellbeing of pupils in Y6 improves and has less of a negative impact on their learning and outcomes. |
| D | To ensure that pupils, in receipt of Pupil Premium, have access to blended learning from home. | 100% of pupils, in receipt of Pupil Premium, have access to blended learning from home. |

PLANNED EXPENDITURE Academic Year: 2020-2021

Forecast 2020-2021 £32535

| Quality of Teaching for all | | | | | | |
|--|--|--|--|-----------------------------|------------------------------|--------|
| Objective | Action | Rationale for the choice | How to ensure it is implemented well | Lead person | Review date | Impact |
| A. To improve the outcomes for all KS1 pupils, in receipt of Pupil Premium, in Writing and Phonics. | 20 minutes of daily teaching of phonics and regular practise to allow application of skills. | Pupils are most successful where they have the opportunity to apply their phonic skills- learned in Phonic lessons- into their writing and through continuous provision. | Book Looks Drop ins Phonics data | English SL SLT | Dec 2020 Jan 2021 | |
| | Plan additional phonics sessions for children who need it. | | Regular assessment of phonics. | English Lead SLT | Oct, Dec 2020 Half termly | |
| | Organise the class environment (indoors and outdoors) supports consolidation of phonics and early writing. | | Drop-ins Phonics planning | Class Teacher English SL | Oct, Dec 2020 Termly | |
| | Plan for phonics through discreet lessons and continuous provision. | | | Class Teacher English SL | Oct 2020 Termly | |

| Objective | Action | Rationale for the choice | How to ensure it is implemented well | Lead person | Review date | Impact |
|--|---|--|--|-------------------------|------------------------|--------|
| B. To improve the outcomes for all KS2 pupils, in receipt of Pupil Premium, in Writing and GPS. | Plan and teach daily grammar sessions and teachers expect these are applied across all subjects | www.researchschool.org.uk The fundamentals of challenge – expectations and cognitive load’ Jan 2019 | Drop ins Book Looks Pupil Interviews | Teachers English SL | Dec, April, June | |
| | Deliver personalised learning sessions targeting specific areas of GPS. | ‘It would appear that when teachers expect students to do well, students tend to do well.’ Personalised practise following timely feedback has a positive impact on improving standards for pupils. | | | | |
| | Introduce Personal Learning Books for Year 6 pupils to. | ‘The Power of Feedback’ Sutton Trust EEF 2017. Timely | Book Looks Pupil Interviews | Class Teacher SLT | Dec, April, June | |
| | Engage parents in supporting their child with the areas in need of rapid improvement. | feedback is integral to the learning loop and has a promising impact on pupils. Engaging parents in their child’s learning and encouraging | Book Looks Parent feedback | | | |
| | Plan and deliver booster Grammar sessions. | practise has a positive impact on a child’s learning and progress. ‘The Power of Feedback’ Sutton Trust EEF 2017. | Pupil assessments | Class Teacher SLT | Nov 2020 | |
| | Targeted support | | | | | |

| Objective | Action | Rationale for the choice | How to ensure it is implemented well | Lead person | Review date | Impact |
|---|---|---|--|--------------------------------|------------------|-------------------------------------|
| C. To improve the mental health and wellbeing of pupils eligible for PP. | Plan lessons in mental health and well being using PSHE association. | Sutton Trust EEF 2019 Social and emotional learning Moderate impact for moderate cost, based on extensive evidence. Mental Health and Behaviour in Schools Nov 2018 | Pupil interviews An improvement in self-esteem on Boxall profiling. | PSHE SL Teachers | Dec, April, June | |
| | Complete a Boxall profile for identified pupils. | | | | | Parent Meetings CAF/TAF Meetings |
| | Early help referrals made for pupils in need of specialist /external agency support. | | Class Teacher and Teaching Assistants | SLT All Staff Nurture TA | Dec, April, June | |
| | Encourage positive factors in school Good pupil to teacher/school staff relationships • Positive classroom management • A sense of belonging • Positive peer influences • Positive friendships | | | | | |

Other Approaches

| Objective | Action | Rationale for the choice | How to ensure it is implemented well | Lead person | Review date | Impact |
|---|--|--|---------------------------------------|-----------------------|------------------------|--------|
| D.To ensure that pupils, in receipt of Pupil Premium, have access to blended learning from home. | Carry out a Survey, via Survey Monkey, to ascertain the number of pupils, eligible for PP, who don't have access to a PC/tablet from home. | Blended Learning enhances teacher-pupil interaction, offering pupils more targeted, personalised learning. | All pupils access learning from home. | SLT Computer SL | Dec, April, June | |
| | Set up school's ten notepads with the Seesaw app and the capacity for pupils learning from home. | | | | | |
| | Arrange for training for staff to use videos and share with pupils, via Seesaw, to ensure they have new concepts taught. | Pupils need to progress in their learning and need this modelling from a teacher. | Teachers start using videos to teach. | SLT | Dec, April, June | |

Budget

Most of the budget allocation, based on the Census from Jan 2020, will be allocated to cover staffing costs for support and nurture. It will also be used to offset the costs of trips and any residential visits and to cover the costs of upgrading the tablets for home learning.