

Pupil Premium Strategy Statement 2020-2021:

Priddy & St. Lawrence's C of E Primary School Federation

1. Summary information					
School	Priddy Primary School & St. Lawrence's CE School (combined data) <i>(*each school has individual data, but for the purpose of this published document, data is presented as a federation, also to protect identification of individual pupils)</i>				
Academic Year	2020/21	Total PP budget	£14,760 (as of April '21) <i>(£14,760 PP funding for 2020-2021 financial year + carry forward of £7,650) TOTAL: £22,410</i>	Date of most recent PP Review (for website information)	Sept 2019 Jan 2020 April 2020 July 2020 April 2021 July 2021
Total number of pupils on roll	82 Priddy: 37 St. L: 45	Number of pupils eligible for PP	12	Date for next internal review of this strategy	Termly

2. Current attainment (whole school) 2nd National Lockdown: 4th January 2021 - 8th March 2021 (COVID-19) (July 2020 (taken prior to 1 st lockdown end of Spring Term data) – whole school) <i>End of Spring Term 2021</i> <i>End of Summer Term 2021</i>		
	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
% achieving expected age related expectations (ARE) or above in reading	73%, 60%, 30%	97% (includes D- and above), 83%, 59%
% achieving expected (ARE) or above in writing	73%, 80%, 30%	96%, 82%, 50%
% achieving expected (ARE) or above in maths	64%, 80%, 40%	99%, 81%, 67%
% achieving expected (ARE) or above in reading, writing and maths	64%, 60%, 17%	96%, 81%, 48%

3. Barriers to future attainment (for pupils eligible for PP including high ability)

In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	1 child has Special Educational Needs (SEMH/SPLD)
B.	4 children have some emotional and/or social barriers which has involved additional support at some point during the year, including external agencies.
C.	Not all received regular support at home with homework/reading.
D.	8 moved schools within / start of year (not including St. Lawrence's/Priddy transition)
E.	Narrowing identified gaps between Pupil Premium and Non-PP in attainment and progress
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
F.	Change in home circumstances
G.	English language skills to be monitored – bilingual

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Specific targeted support – linked to IEP (Individual Educational Programme), to fill in gaps in learning.	Personal targets are met on IEP, support services involved where needed, advice implemented. Close monitoring by SENCo with additional support programmes. Parent IEP surgeries with teacher and SENCo. Training for staff where applicable. Purchase of EP hours where required.
B.	For children's self-esteem and emotional wellbeing to be stable.	Use of emotional/social programmes and targeted support in class (ie. Working with peers). Key contact person: TA/ELSA. Use of external support – PFSA (Parent Family Support Advisor)/CSC / FIS. Training where applicable. TAC/F meetings. Virtual School involvement. EP hours where needed.
C.	Focus/supported in class, parent given other opportunities to engage them within their children's learning.	Parent workshops, Curriculum/termly overview for topics, letters, events (performances/PTA events), parents evenings, seeing parents in playground, Access to SENCo for discussions. Children to have additional reading/phonics if not being heard that much at home.
D.	Limit negative impact of moving schools, avoiding dip in attainment/progress where possible.	Clear notes from previously school, contact for additional info if needed. Up to date assessments and identify next steps. Meetings.

E.	Gaps identified and addressed	Half termly tracking and data analysis. Quality First Teaching & booster/intervention groups / 1:1 tailored to individual needs. Discussed at Pupil Progress Meetings. Parents kept in the loop. PP co-ordinated and website kept up to date.
F.	Change in home circumstances	Engagement with Virtual School, CSC, FIS, PFSA etc. Good connection between all involvement, joint working together.
G.	English language skills to be monitored – bilingual	Having the ability to speak more than one language is a very good skill to have. English skills to be monitored to check impact and any delay with acquiring English language skills. Teacher's tracking and observations. Where necessary, further individual language assessments. Fluency EAL grading where applicable.

5. Review of expenditure				
Financial Year 2020-2021				
		Pupil Premium funding	£12,415	
		Carry forward from previous year	£0.00	
		Within year adjustments	£2,345	
			£285	
		Total	£15,045	
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

Educational Support (within class: TA)	Teaching Assistant in class.	Supporting children with their learning. Moving children on in their next steps, quicker feedback in what they have achieved and areas to improve.	Children really value having a member of staff there to support them in their learning. Positive impact and supportive approach. TA working 1:1 giving feedback or as a group with children. May also free up teacher to allow time for teacher to work with other children. Also TA has been a key contact person for children who have needed that extra bit of emotional support / confidence.	£6,949
--	------------------------------	--	---	--------

ii. 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
Educational Support (wave 2 booster group / wave 3 1:1 support)	Wave 2 booster groups. Wave 3 1:1 support.	To support those with making progress academically / socially and/or emotionally. Progress seen through collected intervention data.	Targeted support has helped those with identified gaps. Positive impact. Supports a child's confidence / self-esteem. Support has also been given emotionally and/or to help develop social/friendship skills. Academic progress.	(included in costs above – TA hours)

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
Music provision and/or free afterschool clubs	Reduce costs	Inclusive – all children have opportunity to participate. Supports a 'healthy living' lifestyle (sport clubs) and other talents (music).	Supported parents financially and also enabled child to be part of learning opportunities outside of the classroom.	£200 <i>Reduced due to covid.</i>
Milk / FSM (continue within E6)	Continuation of milk after 5 th birthday and access to a hot meal when on E6 (if required).	Support of healthy eating/balanced diet. Children well-nourished and ready for afternoon learning.	Access to a hot meal / good lunch to enable them to maintain concentration and to work to their full potential in the afternoon. Access to milk as other peers who have not turned 5 yrs old, in their class. Or option to continue with milk beyond YR if required – part of healthy diet / calcium.	£291
All children included in extended curricular activities and school trips.	Subsidised trip costs	Inclusive – all involved and engaged in school trips that will also be part of their education back at school.	All children involved and enhanced their educational experience.	£0.00 <i>Not used due to covid restrictions.</i>

Total spent £7,440.00

Carry forward 2020/21 £7,605.00
(including within-year adjustments)

6. Planned expenditure / allocation of funding

Financial year	2021/22 (set April 2021)
	Carry forward £7,605.00
	Pupil Premium funding £14,760.00

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

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?
Raising levels of achievement and progress	<p>Training courses for staff to improve quality of teaching.</p> <p>Required resources.</p> <p>Training may also extend into reading and writing to support overall quality of teaching.</p>	<p>Gaps being identified through regular analysis of data.</p> <p>Training and teaching constantly being updated to improve standards of teaching and learning against the National Curriculum.</p> <p>Sutton Trust: Collaborative Learning Approaches +5 months Sutton Trust: Feedback +8 months Sutton Trust: Mastery Learning +5months</p>	<ul style="list-style-type: none"> • Training attended. • Link to Maths/English Action Plan/SDP. • Lesson observations. • Book scrutiny. • Learning walk. • Governor monitoring • Evidence of attainment and progress of PP children in line with peers and national. • Differences diminished. • Evidence of accelerated progress. • Pupil Premium Co-ordinator: monitoring expenditure and impact. 	RT LC Maths and English Co-ordinators.	<ul style="list-style-type: none"> • Pupil Progress Meetings. • Working alongside Maths / English Action Plan. • Feedback from observations / book scrutiny etc. • Regular data analysis throughout the year. • End of academic year 2020-2021 data.

Taking part in trips and extra-curricular learning opportunities outside of the classroom.	Subsidised trips After school clubs Additional music provision	This follows the inclusive ethos of the school – for all children to have the opportunity to participate in these extra-curricular activities. There has been very positive feedback from children following the trips. This provides valuable experience (and memories) for children. Learning out of the classroom environment can be very beneficial. Sutton Trust: Outdoor adventure learning +4 months Sutton Trust: Social and emotional learning +4 months	<ul style="list-style-type: none"> • Letters sent home to parents advising of this subsidised cost (and in some circumstances, covers the total cost). • Check who is due to attend the trips, is interested in attending extra-curricular activities etc. • Approach those not due to attend to discuss. 	RT	<ul style="list-style-type: none"> • During trip arrangements. • Uptake following trip or extra-curricular activities. • Interest / progress
Total budgeted cost					£2,000

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?

Raising levels of achievement and progress	<ul style="list-style-type: none"> TA 1:1 or group interventions (Rapid Writing/Reading, Rapid Maths, social skills etc. TA in class with targeted group work. TA in class, keeping children on task, emotionally supporting. 	<p>Target groups / children identified.</p> <p>Sutton Trust: One to one Tuition +5 months</p> <p>Sutton Trust: Early Years Intervention +5 months</p> <p>Sutton Trust: Reading Comprehension Strategies +5 months</p> <p>Sutton Trust: Small Group Tuition +4 months</p>	<ul style="list-style-type: none"> Reading ages. Writing moderation Link to Maths / English Action Plan/SDP. Lesson observations. Book scrutiny. Learning walk. Governor monitoring Evidence of attainment and progress of PP children in line with peers and national. Differences diminished. Evidence of accelerated progress. <ul style="list-style-type: none"> SENCO / Pupil Premium Co-ordinator: monitoring expenditure and impact. 	LC RT Maths / English co-ordinators	<ul style="list-style-type: none"> Intervention tracker logs and meetings with SENCO. Pupil Progress Meetings with SENCO and Head. Regular data analysis throughout the year. End of academic year 2020-2021 data.
Supporting with individual needs to enable child/ren to be more emotionally literate which will also impact academically.	<ul style="list-style-type: none"> TA 1:1 or group interventions TA in class, keeping children on task, emotionally supporting 	<p>Target groups / children identified. Children with a better mind set and emotionally well balanced achieve better.</p> <p>Sutton Trust: One to one Tuition +5 months</p> <p>Sutton Trust: Behaviour Intervention +3 months</p> <p>Sutton Trust: Social and emotional learning +4 months</p>	<ul style="list-style-type: none"> PPM, discussions with teachers – identified children. SENCO advice / ELSA trained. Joint discussions with staff and parents. Teachers more aware of vulnerable children and how best to meet their needs. Barriers to learning identified. Use of PFSA and other external services –EP, FIS, CSC etc. 	LC / SENCo Class teachers RT	<ul style="list-style-type: none"> Consultation meetings (with external agencies and SENCo). Meetings with SENCo / parents. Pupil Progress meetings with Head and SENCo.
Total budgeted cost					£6,588
iii. 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?
Milk / FSM (continue within E6)	Continuation of milk after 5 th birthday and	Support of healthy eating/balanced diet. Children well-nourished and ready for afternoon learning.	Access to a hot meal / good lunch to enable them to maintain concentration	RT	Half termly orders Milk: £376

	access to a hot meal when on E6.		and to work to their full potential in the afternoon.		
Access to resources to support in class teaching and learning. Meeting needs of individual children, including those with SEND. Resources needed to complete interventions.	Resources purchased to meet needs of child/ren.	Resources to support learning.	Resources used and have a positive impact – interventions completed and are successful (evidence through intervention data). Resources used in class and enhance learning (feedback from teacher / child/ren).	All staff	Termly – intervention data collection. Regular feedback from staff. (£ within i Quality of Teaching for all)
Additional costs – possible further visits / activities, resources. TBC			Additional opportunities due to missing out from covid/lockdown		£5,796
Total budgeted cost					£6,172
TOTAL PLANNED EXPENDITURE					£14,760