**Greatstone Primary School**

**Pupil Premium Strategy Statement 2020-2021**

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| 1. **Summary Information**
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| **School** | Greatstone Primary School |
| **Academic Year** | 2020-2021 | **Total PP budget** | £82,765 | **Date of most recent PP Review** | Nov 2018 |
| **Total number of pupils** | 338  | **Number of pupils eligible for PP** | 73  | **Date for next internal review of this strategy** | December 2020 |

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| 1. **Barriers to Future Attainment**
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| **In-school Barriers** |
|  | A language deficit both in vocabulary and in the ability to manipulate language for effect from entry to the school.  |
|  | Levels of resilience, low self-esteem and social emotional and mental health (SEMH) for some pupils (including those eligible for PPG) are not as strong as they could be; this leads to fixed mind sets, an over-reliance on adults and a detrimental effect on academic progress, with children feeling defeated when faced with challenging tasks. Children do not have the strategies to self regulate their emotions and take risks in their learning.  Some pupils have low self-esteem, which affects longer-term achievement. |
| **C.** | Not all children are able to cognitively access the teaching and learning across the school and need personalised learning opportunities and targets.  |
| **External Barriers** |
| **D.** | Attendance for this group can be a concern and is not in line with all other pupils. |
| **E.**  | Limited cultural experiences and enrichment opportunities that limit knowledge and understanding. Children do not access a wide range of extra-curricular opportunities. |
| 1. **Desired Outcomes**
 | **Success criteria**  |
|  | Improved language skills (Speaking and Listening, Comprehension and Vocabulary)Increased number of pupils reaching ‘greater depth’ in reading, writing and maths at the end of KS2 for all eligible children.  | All children attain expected within the prime areas of Listening and Attention, Understanding and SpeakingAt the end of KS1 a greater percentage of children will attain expected levels in reading, writing and maths.Outcomes at KS2 in reading, writing and maths are increasing year on year so that standards are in line with all other pupils.  |
|  | Children will develop metacognition strategies and be able to self-regulate their emotions so that high levels of well being and involvement will be seen.  | The resilience, self-esteem, determination PP pupils in learning situations will be improved. Attainment and progress for these (and other) pupils is improved. The Leuven Scales will show increased rates of well being and involvement. |
|  | Children make good progress in reading to become confident readers who enjoy books and stories. Guided reading and phonics are taught consistently well and teachers have good subject knowledge. | Pupils take ownership of their learning and are able to recognise their progress and use this as a springboard to independence.Pupils make consistent progress and outcomes are improved to be in line with national expectation. At least 6 points in each year group.All teaching is at least Good so that the percentage of children reaching the expected standards in reading is in line or above average. |
|  | Ensure Early Help is in place for families that need further support. Rigorously track the attendance of pupils. | PP Pupils attendance is in line with other pupils in the school |
|  | Pupils are exposed to a wide range of social/cultural and sporting experiences. Pupils engage in a wide range of extra curricular activities. | Pupils attend events/visit places they would not normally be exposed to.Children will have experienced a wide range of extra curricular clubs.  |

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| 1. **Planned Expenditure**
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| * **Academic year**
 | **£82,765** |
| The three headings below demonstrate how we are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies |
| 1. **Quality of Teaching for All**
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| **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?** |
| A: Improved language skills (Speaking and Listening, Comprehension and Vocabulary)Increased number of pupils reaching ‘greater depth’ in reading, writing and maths at the end of KS2 for all eligible children.  | There is high quality, challenging language in all aspects of school lifeTeachers and TAs staff receive effective, targeted guidance and CPD.Staff training on high quality feedbackOral Rehearsal for written work Quality Speech and language support targeted to ensure programmes are carried out effectively and accurately  | Quality First teaching and targeted teaching on non-negotiables is effective in ensuring consistent / rapid progress.Some pupils need targeted support to diminish differencesEvidence sources (EEF Toolkit) shows that structured oral language interventions and extending pupils vocabulary has a positive impact on progressEvidence sources (EEF Toolkit) suggest high quality feedback is an effective way to improve attainment | Quality CPD used and acted uponRobust tracking feeding through to Pupil Progress Meetings.Evaluation of feedback strategies through monitoring books, lessons and through pupil consultation Appraisal reviewsLearning walk and senior leadership monitoring of focussed interventions. Rigorous tracking of the impact of language link. A mid year screen will be completed for all disadvantaged children.  | SLT English and Maths co-ordinators | December 2020 |
| B:Children will develop metacognition strategies and be able to self-regulate their emotions so that high levels of well being and involvement will be seen | Teachers and TAs staff receive effective, targeted guidance and CPD.Provide targeted well being and academic support in class form Nurture TA. This support to be focussed on underachieving children in KS1 and those entering KS2SENCO support for monitoring well being and involvement  | Wellbeing and involvement scales highlighting pupils as a concernSome pupils exhibiting disruptive behavior which makes learning challenging for themselves and othersSome children internalizing their anxieties so that they are not ready to learnChildren with issues concerning adult attachment | PP pupil audits to address individual barriers to learning to be used as a tool for monitoring.Improved engagement for PP pupils in class work with good progress across reading writng and maths.Monitoring of books and pupil conferencing to focus on impact of increased pitch and challenge on confidence and independence.Wellbeing and confidence of pupils causing concern is prioritised on a day to day basis | SLT  | December 2020  |
| C:Children make good progress in reading to become confident readers who enjoy books and stories. Guided reading and phonics are taught consistently well and teachers have good subject knowledge  | Up-skilling teachers and TAs to improve practiceCollaborative learning teams so that teachers work together to support vulnerable learners in each others classesOpportunities for pupils to use metacognitive strategies in their learningStrong Learning and Teaching policy. | Meta-cognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of eight months’ additional progress. The evidence indicates that teaching these strategies can be particularly effective for low achieving pupilsHigher attainment through consistent progress is achieved by effective assessment and targeted teaching.The Sutton Trust EEF toolkit identifies feedback as significantly improving children’s progress. | Quality CPD focussed on Meta cognition and self-regulation Robust tracking feeding through to Pupil Progress Meetings.Drop ins and observations monitor impactGovernor walks ensure accountabilityMonitoring includes targeted PP children | SLT | December 2020 |
| **Total budgeted cost** | £33,520 |

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| 1. **Targeted Support**
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| **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?** |
| Improved language skills (Speaking and Listening, Comprehension and Vocabulary)Increased number of pupils reaching ‘greater depth’ in reading, writing and maths at the end of KS2 for all eligible children. | Language Intervention in EYFS, Years 1 and 2 Years 3-6 Beanstalk Reading.Year 2 Beanstalk ReadingSpecialist maths teacher 1:1 and small groups.Beanstalk Reading in years 2, 4 and 6.Dynamo Maths  | School data shows that we need to increase the number of most able PP pupils reaching the higher standardIntervention and small group tuition will make an impact if it is additional to and explicitly linked with normal lessons. Quality First teaching and targeted teaching on non-negotiables is effective in ensuring consistent / rapid progress.Improve S&L and comprehension skills for pupils eligible for PP in Years 3, 4 and 5 through additional reading sessions. Regular questioning will develop oral explanations.  | Quality CPD used.Robust tracking feeding through to Pupil Progress Meetings.Monitoring of links to class teachingMonitoring of interventions and delivery. | SLTEnglish and Maths Co-ordinators | December 2020  |
| B:Children will develop metacognition strategies and be able to self-regulate their emotions so that high levels of well being and involvement will be seen | Early identification of issues and effective mentoring.Liaison with and Intervention with other professionals.Teaching Assistants to run Draw and Talk sessions for specific children.Play TherapySenco support for vulnerable children daily. Specific Nurture TAYoung career provisonWrap around care where needed  | Emotional wellbeing is key to supporting pupils learning. Some pupils need additional support to address these needs.Well-being and self-esteem are barriers to learning. Removal or alleviation of these barriers prepare pupils to learn and achieve more.  | Robust monitoring feeding through to Pupil Progress Meetings. | SENCo | December 2020  |
| All pupils access high quality First Teaching. All year groups will receive at least good teaching where individual learning styles are planned for | Academic CoachingTo increase academic progress through 1:1 mentoring for all disadvantaged pupils with tailored interventions | EEF research proves that the impact of mentoring for pupils is effective | Robust tracking feeding through to Pupil Progress Meetings.Monitoring impact within class teaching and pupil learning | SLT | December 2020 |
| **Total budgeted cost** | £35,415  |
| 1. **Other Approaches**
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| **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?** |
| Ensure Early Help is in place for families that need further support. Rigorously track the attendance of pupils. | Monitor Early Help progressAttendance Officer to work with families to support them with attendance and consider next steps.SENCO parent support Study bugs app | Parents are key in supporting effective learning as shown by a number of research projects (EEF Toolkit) | Monitoring of attendance Good communication with children and families.Tracking of attendance through study bugs | HT/SENCO/AHT | December 2020  |
| Limited cultural experiences and enrichment opportunities that limit knowledge and understanding. Children do not access a wide range of extra-curricular opportunities | Supporting pupils with a wide range of activities linked to the challenge curriculum as well as extra curricular activitiesFunded school trips  | The Marsh is a culturally limited community and many children are not accessing wider experiences. | Individual pupil audits are completed to gauge interests and therefore make appropriate provision Review programme of trips and attendance | SLT | December 2020 |
| **Total budgeted cost** | £14,788 |

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| 1. **Review of expenditure 2019-2020**
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| **Previous Academic Year** |  |
| 1. **Quality of teaching for all**
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| **Desired outcome**  | **Chosen action/approach**  | **Estimated impact:**  | **Lessons learned**  | **Cost** |
| Improved language skills (Speaking and Listening, Comprehension and Vocabulary)Increased number of pupils reaching ‘greater depth’ in reading, writing and maths at the end of KS2 for all eligible children.  | High quality, challenging language in all aspects of school lifeTeachers and TAs staff receive effective, targeted guidance and CPD.Staff training on high quality feedback | Extending pupils vocabulary has a positive impact on progress – It hasn’t been easy to measure this academic year however due to the Covid situation and lockdown meaning no face to face contact for a considerable amount of time for most children.  | It became very challenging to keep this level of support once school went into lockdown. Staff were keen to and were implementing strategies learned from their CPDIn order to achieve this we began using speech link to assess individuals understanding. This however wasn’t as successful as it could have been due to the school closure we were unable to get all the children assessed. All teachers attended CPD on the use of high quality, challenging language in all aspects of school life, there was a particular focus on mathematics and the children answering in full sentences. As well as quality in the moment feedback.  |  |
| 1. **Targeted support**
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| **Desired outcome** | **Chosen action/approach** | **Estimated impact:**  | **Lessons learned**  | **Cost** |
| Children will develop metacognition strategies and be able to self-regulate their emotions so that high levels of well being and involvement will be seen | Small group work and interventions.Drawing and talking Parental contact | Small group & 1:1 work has had a significant beneficial impact on children’s ability to access learning, particularly in terms of developing self- esteem, which is a significant issue for many of our children. Children also come to school carrying worries from home and the intervention has begun to help them to cope with these worries effectively. Evidence data is soft in many cases, and we are yet to see the impact in progress data for key pupils.  | Due to staff absence this hasn’t happened in such a formal way as yet however day to day teachers provide targeted well-being support in class. However the drawing and talking intervention and the 1:1 support received for a child who needed it had a big impact on that particular class.During lockdown teachers and SLT contacted children and parents to ensure they had high levels of engagement and helped with strategies if they didn’t. This resulted in much higher levels of parental engagement and has made good relationships between parents and staff. The benefit of these measures has been apparent on return to school |  |
| 1. **Other approaches**
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| **Desired outcome** | **Chosen action/approach** | **Estimated impact:**  | **Lessons learned**  | **Cost** |
| Ensure Early Help is in place for families that need further support. Rigorously track the attendance of pupils. | Parental engagementAttendance officer supportClass dojo | Many families now access Early help and attendance is being tracked and followed up especially with those who had persistent absence. Communication with parents, particularly of those vulnerable pupils has improved. There is regular contact between those and SLT members. Class Dojo helps class teachers to also keep in regular contact | The continued support of the attendance officer is invaluable in helping us keeping the vulnerable children attending school. Regular contact with a teacher or trusted person in school is of particular benefit. |  |