



Trull Church of England VA Primary School

Pupil Premium strategy statement 2020-2021

I have come that they may have life, and have it to the full. John 10:10

The Pupil Premium is additional funding to help schools close the attainment gap between children from low income and other disadvantaged families and their peers. A per pupil sum of £1,320 has been delegated to schools to support each Ever 6 FSM child. £300 has been delegated towards Ever 6 Service children and £2,300 to LAC children.

Who is eligible?

Pupils eligible for this funding are identified in the different ways as follows:

- EVER 6 FSM - This refers to a pupil who is entitled or may have been eligible for Free School Meals (FSM) in the last 6 years.
- EVER 6 SERVICE CHILD- This refers to a pupil who is a child of a member of Service Personnel.
- LAC - This is defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority or children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order

Identification

- Pupil premium funding will be allocated following a termly needs analysis which will identify priority classes, groups or individuals. We
- will use our school assessment processes (progress grids) to enable us to identify need (children who are falling behind). Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.
- Children may move out of the group outside the normal assessment cycle if progress has been made and is likely to be sustained. Other children may move in to take their place.
- There may be children who are making expected or above expected progress who may not receive pupil intervention within the year.

- The progress of all children will be monitored on at least a termly basis and children identified quickly if they start to fall behind. This may include children who have already received intervention
- Depending on need some children may receive more than 1 intervention at a time, although the school is mindful of ‘over intervening’

How can the Pupil Premium be spent?

Headteachers and school leaders decide how to use the Pupil Premium to meet the particular needs of their pupils and will also be held accountable for the difference it makes.

At Trull CE VA Primary School we monitor the progress and attainment of all children along with particular groups so that we can adjust our curriculum and support to raise standards.

We use our pupil premium funding to support the children in a number of ways relevant to the specific needs of the individual. The Pupil Premium is designed to support schools to raise the attainment of disadvantaged children. However, many of the most effective ways to do this –including improving the quality of teaching – will also benefit other groups, which is good too. Likewise, some forms of targeted academic support or wider strategies will benefit other children, including children with Special Educational Needs and Children in Need. the Pupil Premium will sit at the heart of our whole school effort, with all staff understanding the strategy and their role within it.

For some children the money is used to fund intervention support for English. For others extra support is provided in Maths. Some children are able to attend booster groups to ensure they are ready for the transition to secondary school. For other children we provide additional forest school provision which supports pupils in developing socially and emotionally. In addition to this, as a school also identify and supply extra-curricular provision for targeted pupils.

The impact of this support is measured in the progress that children make both academically and socially.

1. Summary information					
Academic Year	2020-2021	Total PP budget	£23,150.00	Date of most recent PP Review	October 2020
Total number of pupils	258	Number of pupils eligible for PPG	22	Date for next internal review of this strategy	January 2021
PPG Lead	Mrs. K Wedlake	PPG Governor:	Mrs. S. Killick	PPG and Governor meetings	20.2.20 30.9.20 17.12.20

Current attainment Autumn 2020 (September 2020)
TEACHER ASSESSMENT DUE TO COVID-19

	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
% achieving the standard in Phonics in Year 2 in AUTUMN TERM 2020	<i>Tests completed in November this year due to COVID -19</i> 100%	<i>Tests completed in November this year due to COVID -19</i> 97%
% of pupils achieving ARE (Age Related Expectations) in Maths	23%	34%
% of pupils achieving ARE (Age Related Expectations) in Reading	68%	63%
% of pupils achieving ARE (Age Related Expectations) in Writing	46%	65%
% achieving in reading, writing and maths	-	-

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

In-school barriers such as poor comprehension and speech development

A.	The school has identified pupil premium pupils that need rapid first interventions to catch up quickly especially in Phonics in KS1 and sustained focus in reading and comprehension work plus writing stamina. Engagement for pupil premium pupils with remote learning during COVID-19 lockdown (March – July 2020) was variable and less than their peers. Only 43% took up the offer to come into school during the lockdown period in March-June 2020.
B.	Pupils that have low self-esteem and confidence/SEMH struggle to achieve their true potential, by raising esteem and confidence children can succeed. Opportunities to read and discuss so developing comprehension and deduction skills.
C.	The school has identified Pupil Premium pupils who would benefit significantly from targeted 1-1 support which would enable higher attainment in English and Maths with a particular focus on reading and writing as identified in the SDP.

External barriers

D	Costs for residential visits put them outside reasonable expenditure for some of our Pupil Premium families especially with other siblings.
E.	Pupils who have a greater attendance at school have better opportunities to access the required learning to have higher attainment. Analysis of attendance data showed some instances of poor attendance from Pupil Premium children.
F.	14% of the PP pupils at school have no access to a suitable electronic device at home. This effects their opportunities to access remote learning in the case of a bubble closure or lockdown. It also restricts their access to online resources used by school, e.g. TT Rock Stars, Spelling Shed etc

3. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Interventions will highlight that Pupil Premium Pupils will accelerate their progress. This will be notable in KS1 with regard to Phonics and then with Reading stamina and comprehension skills in KS2. Leading on from this will be the impact on writing through greater depth of reading and increased vocabulary use and immersion. This will be measured through Educater data drops, Pupil Progress meetings with all staff and book scrutinies.	Quality first teaching will support this in line with targets set on the SDP. Pupil Progress data will highlight that the gap against others is diminished and data on Educater will evidence this. Increased phonic sessions in KS1 will build a more robust and secure base to develop reading and writing skills upon as the children progress through KS1 and KS2.
B.	As a result of counselling/support pupil premium pupils will feel more confident about themselves, their	Pupil Progress data will highlight that gap is narrowed; Pupil

	learning and their wellbeing and SEMH will improve so allowing the focus to be directed on learning habits. This is especially important this year in light of COVID-19 and the challenges that has brought. Discussions with children and through children questionnaires will allow us to closely monitor and measure the effect this has had. Staff planning will evidence where additional support for PP children has taken place so that the impact can be measured.	Interviews will highlight PP pupils to have increased confidence, stamina and better SEMH so allowing for greater self- confidence and accelerated progress in learning will be evident throughout.
C.	Support for Pupil Premium pupils across the school will help to close the gap between PP pupils and others. Targeted support provided in the afternoons as extra to basic skills taught in the morning sessions, especially extra maths support. Baseline attainment has been secured this term (Autumn 2020) to allow for a measured assessment at regular intervals. Outdoor education sessions for specific small groups of children will encourage communication skills and team work as well as build up SEMH in the children. Parents to be invited in more, to view and share in their child's learning in line with our COVID safe policy	Pupil Premium pupils to develop all the necessary skills and confidence to enable them to achieve. Greater chances for teamwork and communication will help build up the confidence of the children and support their learning. Increase parental participation aids the development of work at home and shows a united front from school and home. The gap in attainment between PP children and others will diminish.
D.	Pupils will have residential experiences and other visits so that they can have life experiences to provide them with the opportunity to develop personal learning experiences.	Pupil Premium pupils to use residential and other school visits as a way to develop their writing skills and use their experiences as part of their writing.
E.	Greater emphasis on attendance will aid the children's learning and they will not miss key learning opportunities. Analysis of attendance data on a regular basis will ensure we are closely monitoring and intervening quickly to avoid any issues arising or embedding deeper.	Children will achieve more as they are not missing days to go off on holiday and if they do, they will be subject to an interview at school
F.	Purchase of IT equipment to support PP children in the event of another lockdown	All PP children will be able to access the home learning should we go into another lockdown situation or if they have to self isolate.

Planned Pupil Premium Expenditure 2020-2021

N.B. Effective strategies which have previously worked will continue to be supported by the Pupil Premium Grant

Desired outcome	Action/Approach	Supporting evidence	Budget	Intended Impact
<p>1. Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Ensuring that the priority for Pupil Premium (and indeed all children) is high quality teaching across all year groups and metacognitive and self-regulation strategies are applied in lessons, will help support and improve all children's learning. Every teacher needs to be supported to keep improving and high quality CPD is necessary to keep everyone up to date.</p> <p>Increasing the percentage of outstanding lessons and teacher subject knowledge in areas identified on the SDP.</p>	<p>A continued whole school focus with CPD that will impact on all learners, not just our Pupil Premium through further developing:</p> <ul style="list-style-type: none"> • Outstanding formative assessment linked to Growth Mindset and Blooms • Metacognition and self-regulation strategies are explicitly taught • Teachers and teaching assistants' knowledge of grammar and punctuation and teaching GPS • Talk for Writing as a tool to support effective and high-level writing and pupil editing to support this and reduce the difference between PP and non PP children. • Effective teaching of multiplication tables to support arithmetic and other areas of mathematics 	<p>High Quality teaching and learning should be prioritised over intervention.</p> <p>- Pupil Premium should be used to ensure disadvantaged children access excellent teaching and learning every day.</p> <p>'Metacognitive approaches are adopted so that learners can understand the value and purpose of failure and have strategies to adapt when things go wrong.'</p> <p>The highest priority for Pupil Premium spending should be ensuring high-quality teaching in every lesson.</p> <p>Focusing on metacognition comes at the top in terms of the impact on progress made by Pupil Premium children, that is, focusing on reflective learning and the learning to learn agenda. This is often missing for Pupil Premium children and a lack of resilience is often an issue.</p>	<p>Resources, CPD and cover costs</p>	<p>As SDP priority</p> <ul style="list-style-type: none"> • Ensure that the pupils receive a curriculum that enables them to become educated citizens and hear the best that has been thought and said, so engendering an appreciation of human creativity and achievement. • Make sure the curriculum delivered, allows for all pupils to gain necessary skills and knowledge in a sequential way so that they can see how it builds on previous knowledge and skills and is logical and age appropriate • Ensure children are keen readers esp at a young age <p>Focus on spelling in KS2, building on previous knowledge</p>
<p>2. Targeted, structured academic support can have a positive impact on children's learning. When used to support specific pupils in small groups or through structured interventions, teaching assistants can be effective at improving attainment.</p>	<p>Across the week, about 15%-minimum, of teaching assistant time is used to support and challenge disadvantaged pupils. This dedicated additional one to one support from a teaching assistant will help close the gap for disadvantaged pupils and challenge them too.</p>	<p>High quality teaching and learning in the class and effective use of Teaching assistants will help pupils develop independent learning skills and manage their own learning. These independent learning skills are associated with improved learning outcomes.</p>	<p>£5,520.00</p>	<p>Research on TAs delivering targeted interventions in one-to-one or small group settings, shows a consistent impact on attainment on approximately three to four additional months' progress.</p>

	Without this contribution to staffing costs from the pupil premium budget, we would not be able to employ as many TAs as we do. In some classes depending on need, further TA time is provided.			
3. Ensuring that Pupil Premium children who are at risk of not meeting or exceeding expectations are given 1-1 tuition (or sometimes 2-1 or even 3-1 if appropriate) in reading, writing and/or maths. Additionally a focus on well-being and self-esteem will be prioritised especially this year due to COVID-19.	Children are identified through pupil progress meetings from the previous academic year. These will be set at the start of the academic year to assess where the pupils are as a starting point. Interventions will be put in place to address any gaps.	Tailored interventions delivered by qualified teachers have proved to be a successful ongoing strategy when led by staff who have high expectations and a good knowledge of year group expectations. Barriers to learning can be unpicked and children supported in finding solutions to overcome these barriers whilst improving their learning to learn strategies.	Teacher intervention £8,604.00	Children meet their targets and remain at expected or above expected. Gaps in learning are identified, knowledge consolidated and confidence boosted. Well-being is measured and tracked by adult and sessions impact on this.
4. Ensuring children have access to and work with a trained well-being mentor- ELSA and PFSA	Pupil Premium children are prioritised for these sessions through teacher identification, parental request and as part of termly pupil progress meetings.	Understanding barriers to learning is key to the success of this group. For example problems within families, e.g. marital breakdowns or poor parenting skills present barriers to learning when children are in school.	£1,106.00-1:1 Elsa Support £1,100.00- PFSA Support	Children will attend school regularly, believe in themselves and be in the right frame of mind to learn.
5. Enabling participation of ALL pupils in all events or activities where financial contributions are required and not manageable for parents.	Pupil Premium funding to be used to subsidise activities, e.g. educational visits including residential visits, after school sport clubs (x1 per child), music tuition etc. where eligible parents have difficulties in managing the full cost.	As a Church of England school, Inclusion is one of our core values and we believe that all children have the right to the same experiences as their peers.	£2,500 Sporting, music, residential and school trip activities run by the school	All children receive and are part of a fully inclusive curriculum including residential, educational visits and music lessons/sports activities.
6. Ensuring provision for quality first intervention for children with specific areas	Forest school provision	Understanding barriers to learning and socio-economic disadvantage is key to the success of this group.	Support x5 afternoons per week	Identified children will have the opportunity to explore, team build and problem solve outdoors so building their confidence and ability to

of need to support well-being, language development and enrichment, self-worth and self-confidence in learning.		This is also a targeted activity ensuring that children have access to high quality language, activity and learning using Forest school provision.	£1,106.00	communicate effectively.
7. Purchase of x 4 iPads	iPads to be purchased to support PP children with online and remote education and also use in their class to support learning	The technology is necessary as we go forward in lockdown especially to support those who do not have any IT at home as per the questionnaire that we sent out	£1,177.00	Ensure all pupil premium pupils fully engage in remote learning.
8. Attendance officer/secretary to track and liaise with parents on ensuring that all Pupil Premium pupils attend school and work towards their 97% attendance target.	School to support with punctuality and work with families on punctuality.	Pupils who have a greater attendance at school have better opportunities to access the required learning to have high attainment. Analysis of attendance data showed some instances of poor attendance from Pupil Premium children	In house funding	Pupils that have 97% attendance and arrive punctually are far more likely to reach age related expectations. Being punctual is far less disruptive to the class and pupils and from pupil interviews pupils are far more confident in their attitudes to school.
		Total Planned Expenditure:	£21,113.00	