

Pupil premium strategy statement for St Thomas and St Anne's CE Primary School

~2020-2021~

1. Summary information					
School	St Thomas and St Anne's CE Primary				
Financial Year	2020/21	Total PP budget	£28, 245	Date of most recent PP Review	Autumn 2020
Total number of pupils	101	Number of pupils eligible for PP	24	Date for next internal review of this strategy	Spring 2021

2. 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.	Improve oral language skills for pupils eligible for Pupil Premium, which will positively impact on reading and writing skills.
B.	Improve reading skills of pupils in receipt of Pupil Premium.
C.	Improve writing skills of pupils in receipt of Pupil Premium.
D.	Improve mathematical skills of pupils in receipt of Pupil Premium.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
E.	Attendance and punctuality of pupils in receipt of Pupil Premium is lower than non-Pupil Premium group This reduces their school hours and can result in their progress being less than expected.

3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Continue to improve oral language skills for pupils, which will positively impact on reading and writing skills through: <ul style="list-style-type: none"> • a continued focus on CCL in the EYFS • providing frequent opportunities for speaking and listening across the curriculum • continued use of 'talk for writing' in English throughout school 	Pupils eligible for PPG in all classes make increased progress by the end of the year so that pupils eligible for PPG are supported in meeting age related expectations.
B.	Improve reading skills of pupils in receipt of Pupil Premium through: <ul style="list-style-type: none"> • a continuing focus on phonics skill development to decode unknown words • developing breadth of vocabulary, including the meaning of words in context • continuing to focus on the development of comprehension skills including higher order skills of inference and deduction 	Pupils eligible for PPG are supported in making as much progress as 'other' pupils across Key Stage 1 & 2 in reading - measured in Y1, 3, 4, and 5 by teacher assessments including the use of AR data and in YR, 2 and 6 through end of key stage assessments / tests.

C.	<p>Improve writing skills of pupils with a focus on Spelling using a variety of resources including:</p> <ul style="list-style-type: none"> • No-Nonsense Spelling • Spelling shed • focusing on age-related expectations for spelling 	<p>Pupils eligible for PPG make as much progress as 'other' pupils across Key Stage 1 & 2 in writing - measured by teacher assessments.</p>
D.	<p>Improve mathematical skills of pupils with a focus on mathematical fluency focusing on:</p> <ul style="list-style-type: none"> • knowledge, retention and retrieval of times tables for pupils from Y2-Y6 • continued use of Maths Shed 	<p>Pupils eligible for PPG are supported in making as much progress as 'other' pupils across Key Stage 1 & 2 in mathematics - measured in Y1, 3, 4, and 5 by teacher assessments including the use of Maths Shed data and in YR, 2 and 6 through end of key stage assessments / test and in Year 4 through the National Timetables test.</p>
E.	<p>Improve attendance and punctuality of pupils through:</p> <ul style="list-style-type: none"> • continuing support, encouragement & motivation • continuing enhanced monitoring of attendance • continuing enhanced monitoring of punctuality • continuing rigorous application of LA inclusion & access (EWO) procedures 	<p>Attendance and punctuality of children in receipt of PPG increases and the gap narrows in punctuality and attendance between those pupils and those not in receipt of PPG.</p>

4. Planned expenditure

Academic year

2020/21

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?
<p>Continue to improve oral language skills for pupils, which will positively impact on reading and writing skills through:</p> <ul style="list-style-type: none"> a clear focus on CCL in the Early Years providing frequent opportunities for speaking and listening across the curriculum use of 'talk for writing' in English throughout school 	<ul style="list-style-type: none"> Increased opportunities for CCL development in the EYFS Increased S&L activities across the curriculum Developing the English curriculum further to include increased opportunities for 'talk for writing' 	<ul style="list-style-type: none"> Investing in longer term change which will help all pupils Oracy and language development is a vital building block for pupils to develop knowledge and understanding in other aspects of the curriculum, particularly reading & writing <p>This will be part of QFT but targeted support will be provided to pupils in receipt of PPG.</p>	<ul style="list-style-type: none"> ✓ Monitoring of sessions will be undertaken 	English Lead and Class Teachers	Autumn 2020/ Spring 2021
<p>Continuing to improve feedback to pupils verbally and in written form.</p>	<ul style="list-style-type: none"> Review of marking policy and agreement on pupil feedback including the use of 'live marking' CPD for staff on effective feedback. 	<ul style="list-style-type: none"> Incisive feedback to pupils improves progress made Many different evidence sources suggest high quality feedback is an effective way to improve attainment -it is an effective approach that now needs to be more consistent across the school Misconceptions are clearly identified and when pupils have opportunity to address these through Response Marking, small step progress is maximised Recent research suggests use of 'live marking' as a positive strategy to secure more immediate improvements in attainment 	<ul style="list-style-type: none"> ✓ Monitoring will be undertaken including book reviews to evaluate implementation and effectiveness of strategy ✓ 1:1 support will be undertaken to support staff development ✓ CPD for TAs will be undertaken 	English and Maths Lead Teachers	Autumn 2020/ Spring 2021

Continue to develop strategies, including behaviour management to further improve a positive climate for learning in all classes and to foster positive attitudes to learning for all pupils, including those in receipt of PP	<ul style="list-style-type: none"> Review of behaviour throughout the school behaviour management policy CPD for staff on positive behaviour management strategies in the classroom Development of 'Growth Mindset' throughout the school 	<ul style="list-style-type: none"> A positive climate for learning fosters a positive environment for all children to thrive A consistent approach by all staff in school results in behaviour management being more effective The development of a 'Growth Mindset' contributes to the positive ethos towards learning and aims to empower pupils with more confidence and a 'have a go' attitude 	<ul style="list-style-type: none"> ✓ CPD will be undertaken ✓ Pupils and staff will access opportunities to explore the development of 'Growth Mindset' 	SLT	Autumn 2020/ Spring 2021
Staff Costs: (15 hpw TA = £7058) Resource Costs: (PSHE resources £125) £25 (PSHE Recovery programme £25) (Additional PSHE resources £81.22 plus supplementation from main school budget) Growth Mindset Development £2000					Total budgeted cost £ 9,289.22
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?
Improve reading skills of pupils in receipt of Pupil Premium through: <ul style="list-style-type: none"> a continuing focus on phonics skill development to decode unknown words developing breadth of vocabulary, including the meaning of words in context focusing on the development of comprehension skills including higher order skills of inference and deduction 	<ul style="list-style-type: none"> 1:1 daily reading and small group phonics intervention 2/3 x per week A focus on the meaning of words in reading and writing activities A specific focus on the teaching of inference and deduction when teaching comprehension skills and strategies Use of PEE (Point, Evidence, Explanation) 	<ul style="list-style-type: none"> Some of the pupils need specific targeted support to accelerate their progress in reading Intervention is required for some pupils who have identified phonics gaps in their learning Analysis of pupil outcomes has identified understanding vocabulary in context as an area for development Analysis of pupil outcomes has identified understanding skills of inference and deduction in reading comprehension as an area for development 	<ul style="list-style-type: none"> ✓ Organise timetable to ensure staff delivering provision have enough preparation and delivery time ✓ Source additional resources as required 	English Lead/ Class Teachers	Autumn 2020/ Spring 2021

<p>Improve spelling skills using a variety of resources including:</p> <ul style="list-style-type: none"> No-Nonsense Spelling Spelling Shed 	<ul style="list-style-type: none"> Weekly small group/1:1 sessions in writing for pupils with experienced TA, in addition to QFT lessons Support in accessing Spelling Shed in school and encouragement in accessing at home 	<ul style="list-style-type: none"> We want to provide extra support to support pupils more effectively Small group interventions with highly qualified staff have been shown to be effective 	<ul style="list-style-type: none"> ✓ Teaching assistant (TA) support by Class Teachers (CTs) for TAs supporting the sessions ✓ Support to be provided as required by English Lead Teacher 	<p>Class Teachers</p> <p>English Lead Teacher</p>	<p>Autumn 2020/ Spring 2021</p>
<p>Improve mathematical skills of pupils with a focus on mathematical fluency focusing on:</p> <ul style="list-style-type: none"> knowledge, retention and retrieval times tables for pupils from Y2-Y6 Use of Maths Shed&Rockstars 	<ul style="list-style-type: none"> Weekly small group/1:1 sessions in maths for pupils with experienced TA, in addition to QFT lessons 	<ul style="list-style-type: none"> We want to provide extra support to support pupils more effectively Small group interventions with highly qualified staff have been shown to be effective 	<ul style="list-style-type: none"> ✓ Teaching assistant (TA) support by Class Teachers (CTs) for TAs supporting the sessions ✓ Support to be provided as required by Maths Lead Teacher ✓ CPD to be sourced for TAs undertaking delivery of intervention groups 	<p>Class Teachers</p> <p>Maths Lead teacher</p> <p>Headteacher</p>	<p>Autumn 2020/ Spring 2021</p>

Staff Costs: (8hpw TA = £2700) & (15 hpw TA = £4972) & (15hpw HLTA support = £7924)
Resource Costs: £2559.78 (Licenses, Reading/Comprehension resources, Maths/Times Tables resources, Phonics resources)
Total Budget Cost : £18,155.78

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?
<p>Improve attendance and punctuality of pupils through:</p> <ul style="list-style-type: none"> support and encouragement enhanced monitoring of attendance enhanced monitoring of punctuality rigorous application of LA inclusion & 	<ul style="list-style-type: none"> Administrative Assistant allocated hours to monitor pupils and follow up quickly on lateness and absences In-house letters to be used as an early intervention strategy Rigorous application of the access process with half termly 	<ul style="list-style-type: none"> It is very difficult to improve attainment for children if they aren't attending school regularly NfER briefing for school leaders identifies addressing attendance as a key step 	<ul style="list-style-type: none"> ✓ Thorough discussion with Administrative Assistant and SBM about existing absence issues ✓ Focusing on children in receipt of PPG during half termly EWO visits ✓ SBM to participate in analysis with EWO ✓ SBM to support Admin Staff to produce regular reports on persistent absence 	<p>Headteacher</p>	<p>Autumn 2020/ Spring 2021</p>

access procedures	reviews with the SBM & Headteacher <ul style="list-style-type: none"> • Support, encouragement & motivational strategies to be used for individuals and families 				
Total budgeted cost					£800

5. 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
<p>Improve oral language skills for pupils eligible for PP, which will positively impact on reading and writing skills.</p> <p>Improving feedback to pupils verbally and in written form.</p>	<ul style="list-style-type: none"> Developing oracy for all pupils Review of Marking Policy 	<ul style="list-style-type: none"> ✓ Continuing improvements were beginning to be noted in all year groups for both pupils eligible and those not eligible for PP, impacting positively on outcomes in reading and writing. ✓ Response marking was continuing to improve 'closing the gap' for many pupils but other types of marking were also trialled such as the development of more 'live marking' techniques. This needs to be explored further. 	<ul style="list-style-type: none"> ➤ Work needs to be enhanced with parents to maximise the impact. ➤ Workshops to be developed further for parents and 1:1 support/advice. ➤ Greater consistency is required for pupils across school, particularly those in receipt of PP. ➤ 'Live Marking' needs to be trialled further and impact measured. 	£12,239
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
<p>Improve reading, writing and mathematical skills.</p> <p>Improve writing skills of pupils in receipt of Pupil Premium.</p>	<ul style="list-style-type: none"> 1:1 & small group intervention 	<ul style="list-style-type: none"> ✓ Improvements were noted in all year groups for both pupils eligible and those not eligible for PPG 	<ul style="list-style-type: none"> ➤ To continue to monitor more formal records that are maintained of interventions undertaken, ensuring intervention programmes are measurable with regard to progress made ➤ To continue to ensure enough time is allocated to facilitate planning ➤ To be continued. 	£13,761
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>Improve attendance and punctuality of pupils.</p>	<p>Monitoring of attendance and quick intervention to halt any decline.</p>	<p>✓ Partially met - a minority of families still triggered some absence and lateness concerns.</p>	<ul style="list-style-type: none"> ➤ There were other factors that contributed to the minority of families that still remained a concern for absence and lateness. For others it was very successful ➤ To be continued 	<p>£400</p>
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