

# Tonwell St Mary's CE Primary School Pupil Premium Strategy Statement 2020-21

1. Summary information					
<b>School</b>	Tonwell St Mary's CE Primary School				
<b>Academic Year</b>	2020-21	<b>Total PP budget</b>	£6600 + £900 (EYPP)	<b>Date of most recent PP Review</b>	Dec 20
<b>Total number of pupils</b>	40	<b>Number of pupils eligible for PP</b>	10 - 5 in KS2, 2 in KS1 (2 children from KS2 were added on 4.5.20 and awaiting funds for them) 3 in EYFS.	<b>Date for next internal review of this strategy</b>	April 21

2. Barriers to future attainment (for pupils eligible for PP, including high ability)		
<b>In-school barriers</b>		
<b>A.</b>	Pupils who are eligible for PP are making expected progress in Key Stage 2. This cohort do not often make more than expected progress, meaning fewer PP pupils are meeting above age related expectations compared to their peers.	
<b>B.</b>	Lower attainment in reading and writing for PP KS1 pupil	
<b>C.</b>	Social and emotional difficulties for some PP pupils linked to home circumstances resulting in low self-esteem, difficulty building friendships, limited concentration in class and problems socialising with others	
<b>External barriers</b>		
<b>D.</b>	Attendance repeatedly below 96% and persistent absenteeism	
<b>E.</b>	Limited access to extra-curricular activities	
<b>F.</b>	Difficulties accessing quality reading books at home and reduced home reading can mean that PP pupils are slower to acquire the basic skills for reading and have, particularly in KS2, reduced reading comprehension.	
3. Desired outcomes		
	<i>Desired outcomes</i>	<i>Success criteria</i>
<b>A.</b>	A higher percentage of pupil premium children will make more than expected progress in reading, writing and maths across KS2	All PP pupils will make expected or above expected progress across KS2.
<b>B.</b>	Improve achievement for English and maths in KS1 so all children make expected or above expected progress across the Key Stage	All PP pupils will make expected or above expected progress in reading, writing and maths across KS1.
<b>C.</b>	Ensure no PP pupils are persistent absentees	All PP pupils will have over 90% attendance. Most will have over 96%.
<b>D.</b>	Enhance self-esteem and social skills through access to extra-curricular activities	All PP pupils will speak positively about activities.
<b>E.</b>	Home reading is increased for PP pupils as evidenced by reading journals. Termly visits to Ware library and the purchase of new reading books for each half term.	Increased enjoyment of reading. There is also an increase in the % of PP pupils reaching EXS at the end of KS1 and KS2 in reading, thereby diminishing the difference with non PP pupils.

#### 4. Planned expenditure

Academic year

2020-2021

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?/Measure the effect?	Staff lead	When will you review implementation?
<p>Improve achievement for English and maths in KS2 so all children make expected or better progress across the Key Stage</p>	<ul style="list-style-type: none"> <li>➤ KS2 to be taught in Y1/2/3 and Y4/5/6 every morning for English and maths to enable more frequent opportunities for feedback, small group instruction and individualised instruction.</li> <li>➤ Teaching and Learning Advisors (TLAs) for English and maths to provide bespoke CPD for subject leaders and new KS2 teacher.</li> <li>➤ PP lead to analyse books termly and meet with class teachers to discuss individual targets and in class strategies.</li> <li>➤ PP pupils to meet weekly 1 to 1 with PP lead to show evidence of specific short term targets in books.</li> <li>➤ PP pupils to work with TA once a week to work on specific short term targets.</li> </ul>	<p>Education Endowment Foundation Teaching and Learning Toolkit includes 'Feedback' + 8 months' difference, 'Small Group Tuition' + 4 months' difference and 'Individualised Instruction' + 3 months' difference to pupil progress.</p> <p>Supporting the attainment of disadvantaged pupils November 2015 sites 'high quality teaching for all' as the third most important factor in 'Building Blocks for Success'</p>	<p>Formal, whole school pupil progress meetings every term will be used to track progress in English and maths. PP pupils will be tracked as a group as part of this.</p> <p>Data and pupil progress will be presented to governors termly. Governors will ask challenging questions and compare data to national averages.</p> <p>PP Governor to meet termly and monitor progress towards desired outcomes, look at PP books, conduct pupil voice.</p>	<p>Headteacher /KS2 staff /PP lead/PP link governor</p>	<p><b><u>December Review 2020</u></b></p> <p>Child F: Should be EXS across all subjects and is currently R – EXS, W – WTS, M – WTS.</p> <p>Child G: On track across all subjects and is currently R – GDS, W – GDS, M – EXS.</p> <p>Child H: On track across all subjects and is currently R – GDS, W – GDS, M – GDS.</p> <p>Child I: Should be EXS across all subjects and is currently R – EXS, W – WTS, M – WTS.</p> <p>Child J: On track across all subjects and is currently R – GDS, W – EXS, M – GDS.</p>

<p>Improve attainment for KS1 PPG pupil in reading and writing.</p>	<ul style="list-style-type: none"> <li>➤ Teaching and Learning Advisors (TLAs) for English to provide bespoke CPD for KS1 teacher.</li> <li>➤ PP lead to analyse books termly and identify individual targets and in class strategies to share with teachers.</li> <li>➤ PP pupils to work with TA each week to work on specific short term targets.</li> </ul>	<p>Education Endowment Foundation Teaching and Learning Toolkit includes 'Feedback' + 8 months' difference, 'Small Group Tuition' + 4 months' difference and 'Individualised Instruction' + 3 months' difference to pupil progress.</p> <p>Supporting the attainment of disadvantaged pupils November 2015 sites 'high quality teaching for all' as the third most important factor in 'Building Blocks for Success'</p>	<p>Formal, whole school pupil progress meetings every term will be used to track progress in English. PP pupils will be tracked as a group as part of this.</p> <p>Data and pupil progress will be presented to governors termly. Governors will ask challenging questions and compare data to national averages.</p> <p>PP Governor to meet termly and monitor progress towards desired outcomes, look at PP books, conduct pupil voice</p>	<p>KS1 teacher/PP lead/PP link governor</p>	<p><b><u>December Review 2020</u></b>  Child D: Should be EXS across all subjects and is currently R – WTS, W – WTS, M – EXS.  Child E: On track in maths and is SEN for reading and writing. Currently R – PRE, W – PRE, M - EXS</p>
<p>Improve attainment for EYFS pupils.</p>	<ul style="list-style-type: none"> <li>➤ Early years advisor to work with class teacher 2 half days. ½ a day to develop the environment to make it more accessible and support children to become independent. ½ a day to look at the curriculum and back on track resources.</li> </ul>	<p>Education Endowment Foundation Early Years Toolkit includes 'Self-regulation strategies'+ 5 months', 'Communication and language approaches' + 6 months', 'Early literacy approaches' + 4 months', 'Early numeracy approaches' + 6 months' difference to pupil progress.</p> <p>Supporting the attainment of disadvantaged pupils November 2015 sites 'high quality teaching for all' as the third most important factor in 'Building Blocks for Success'</p>	<p>Formal, whole school pupil progress meetings every term will be used to track progress. PP pupils will be tracked as a group as part of this.</p> <p>Data and pupil progress will be presented to governors termly. Governors will ask challenging questions and compare data to national averages.</p> <p>PP Governor to meet termly and monitor progress towards desired outcomes, look at PP progress on Tapestry, conduct pupil voice.</p>	<p>EYFS teacher/PP lead/PP link governor</p>	<p><b><u>December Review 2020</u></b>  Child A: Current attainment C&amp;L is 22-36D, L is 22-36D, M is 22-36D.  Child B: Current attainment C&amp;L is 22-36D, L is 30-50E, M is 30-50E.  Child C: Current attainment C&amp;L is 30-50D, L is 30-50E, M is 30-50E.</p>
<b>Total budgeted cost</b>					<p>£600 TLA time  £657 Early years advisor</p> <p>£1560 PP Lead Cover (equivalent to 1 hour per week)</p>
<b>ii. Targeted support</b>					

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?/Measure the effect?	Staff lead	When will you review implementation?
<p>Improve achievement for English and maths in KS1 and KS2 so all children make expected or better progress across the Key Stages.</p>	<ul style="list-style-type: none"> <li>➤ Reading catch up each week with a member of staff – pupils should be reading 5 times a week.</li> <li>➤ Reading comprehension groups with teaching assistant weekly.</li> <li>➤ Individualised instruction for maths based on diagnostic maths tests and teacher use of AfL.</li> </ul>	<p>Education Endowment Foundation Teaching and Learning Toolkit includes 'Reading Comprehension Strategies' + 6 months' difference and 'Individualised Instruction' + 3 months' difference to pupil progress.</p>	<p>Formal, whole school pupil progress meetings every term will be used to track progress in English and maths. PP pupils will be tracked as a group as part of this.</p> <p>Data and pupil progress will be presented to governors termly. Governors will ask challenging questions and compare data to national averages.</p>	<p>Headteacher /KS1 staff/KS2 staff</p>	<p><b><u>December Review 2020</u></b>            KS1 PPG children now have an extra 20 minutes 5 times a week working with a TA on their individual targets.            KS2 PPG children have an extra 15 minutes each once a week working with a TA on their individual targets.            KS2 teacher running an after school catch up session for writing and maths.            KS1 have extra teacher once a week in the morning to focus on catch up work in maths and writing.</p>
<p>Ensure no PP pupils are persistent absentees</p>	<ul style="list-style-type: none"> <li>➤ Attendance policy review</li> <li>➤ Attendance reported at every GB meeting</li> <li>➤ Individual plans written for any children with prior PA</li> <li>➤ Catch up on any work missed</li> <li>➤ Offer free place at breakfast club to PP families to ensure children start school on time and eat a healthy breakfast.</li> </ul>	<p>Supporting the attainment of disadvantaged pupils November 2015 sites 'addressing behaviour and attendance' as the second most important factor in 'Building Blocks for Success'</p>	<p>Attendance to be a standing item reported to the Governing Body</p> <p>SLT to monitor attendance every fortnight, track figures for PP pupils and respond accordingly using the attendance policy and SDP. SLT to contact home immediately if pupil is not in.</p>	<p>Headteacher /Deputy Headteacher</p>	<p><b><u>December Review 2020</u></b>            Breakfast club is now being used by more of the PPG children and this is helping to improve punctuality in the morning. Weekly check ins with parents. School nurse referral for one child. Communication with secondary school to support a sibling.</p> <p>Attendance for the Autumn Term            Child D – 85.2%            Child E – 95.3%            Child F – 92.2%            Child G – 93.8%            Child H – 89.1%            Child I – 89.1%            Child J – 92.2%</p>

Enhance self-esteem and social skills through access to extra-curricular activities	<ul style="list-style-type: none"> <li>➤ Funded support for PP children to attend KS2 residential</li> <li>➤ Artist visit for disadvantaged children at Woolmer Green art studio.</li> <li>➤ Artshed workshop sessions (3 lakes) 1 each term.</li> </ul>	Education Endowment Foundation Teaching and Learning Toolkit includes 'Outdoor Adventurous Learning' + 4 months' difference to pupil progress.	Termly governor learning walks to include pupil voice with PP pupils to gather evidence for impact of these activities.	Headteacher /Deputy headteacher	<b>December Review 2020</b> Children have taken part in 2 sessions with a music specialist, growth mindset workshop with a BMX champion, archery and orienteering sessions with the sports partnership and online road safety talks. PPG children have also had some free access to after school club activities e.g. art club.
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<b>Total budgeted cost</b>					<p>£400 Residential Trip and extra-Curricular Activities</p> <p>£2886 Teaching Assistant to support English and maths input with focus on PPG targets (£2185 from PPG funding, remainder from school budget)</p> <p>£2850 £1315 Breakfast Club Places (£1315 from PPG funding, remainder from main school budget)</p> <p>£150 Art sessions</p>
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**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?/Measure the effect?	Staff lead	When will you review implementation?
Increase home reading and enjoyment of reading.	<ul style="list-style-type: none"> <li>➤ Funded support for PP children to buy a new reading book each term.</li> <li>➤ Termly visits to Ware library (initially with PP lead and then to be continued with TA)</li> <li>➤ Reading with a member of staff daily.</li> </ul>	<p>Supporting the attainment of disadvantaged pupils November 2015 sites 'whole school ethos of attainment for all' as the first most important factor in 'Building Blocks for Success'</p> <p>To focus on individual children's needs to ensure that accelerated progress is made in reading – NFER building block 4.</p>	<p>Formal, whole school pupil progress meetings every term will be used to track progress in reading. PP pupils will be tracked as a group as part of this.</p> <p>Data and pupil progress will be presented to governors termly. Governors will ask challenging questions and compare data to national averages.</p>	Headteacher /PP lead/ TA taking children to the library.	<b>December Review 2020</b> PPG children continue to read daily to an adult in school. This term the children have also each researched and chosen an appropriate book to buy and keep. Each child will also have to write a book review after reading their new book.

<b>Total budgeted cost</b>	<p>£180 supply for teacher to take PP children to the library</p> <p>£70 x 3 = £210 Reading Books (£10 for each child to get a new reading book each half term)</p>
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Review of expenditure for 2019-2020				
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
Improve achievement for English and maths in KS2 so all children make expected or better progress across the Key Stage	Two small KS2 classes every morning for English and maths to enable more frequent opportunities for feedback, small group instruction (2-5 pupils) and individualised instruction. Teaching and Learning Advisors (TLAs) for English and maths to provide bespoke CPD for subject leaders and new KS2 teacher.	All KS2 PPG children made good/positive progress in English and maths for 2019 - March 2020. Child C - Positive progress in reading, writing and maths. Reading, writing and maths attainment – ARE. Child D - Positive progress in reading, writing and maths. Reading, writing and maths attainment – above ARE. Child E - Positive progress in reading, writing and maths. Reading, writing and maths attainment – ARE.	Smaller classes enabled more frequent opportunities for feedback and individualised instruction.	£600 TLA time  £1560 PP Lead Cover (equivalent to 1 hour per week)
Improve attainment for KS1 PPG pupil in reading, writing and maths	Teaching and Learning Advisors (TLAs) for English and maths to provide bespoke CPD for KS1 teacher. PP lead to analyse books termly and identify individual targets and in class strategies to share with teachers.	All KS1 PPG children made good/positive progress in English and maths for 2019 - March 2020. Child A - Positive progress in reading, writing and maths. Reading and writing attainment below ARE. Maths attainment is ARE. Child B - Positive progress in reading, writing and maths. Reading, writing and maths attainment is ARE.	Child A was identified as having special educational needs and was added to the inclusion register in January 2020.	£600 TLA time  £1560 PP Lead Cover (equivalent to 1 hour per week)

Improve achievement for English and maths in KS1 and KS2 so all children make expected or better progress across the Key Stages.	Reading comprehension groups with teaching assistant weekly. Individualised instruction for maths with teaching assistant weekly based on diagnostic	All children have made expected progress over the Autumn and Summer term and would have been on track to reach their end of year targets. KS1 PPG children now have an extra 20 minutes 4 times a week working with a TA on their individual targets. KS2 PPG children have an extra 45 minutes once a week working with a TA on their individual targets.	Targeted TA support to work with children 1 to 1 on their individual targets had a positive impact and was clearly evidenced in books.	£2185 Teaching Assistant to support English and maths input
Ensure no PP pupils are persistent absentees.	New attendance policy Attendance key aspect of School Development Plan Individual plans written for any children with prior PA Breakfast club place	Breakfast club has now been used by 4 out of the 5 PPG children and this is helping to improve punctuality in the morning. Attendance letter sent out to all parents at the October parent consultations with a highlight of each child's current attendance.  Attendance for the year up to 20.3.20 Child A – 96.7% Child B – 93% Child C – 96.3% Child D – 87.2% Child E – 89.7%	Support for these children depends on individual circumstances and must be planned accordingly. Strategies successful for one family did not work well for another family.	£1755 Breakfast Club Places
Enhance self-esteem and social skills through access to extra-curricular activities	Funded support for PP children to attend KS2 residential Funded support for children to attend extra-curricular activities e.g. trip to Royal Albert Hall	2 PPG children attended KS2 residential trip. This academic year (up to March) the children have taken part in: the Taize service at St Albans, VolkerWessels career in engineering visit, Hertford museum workshop, Scooter ability with road safety talk, NSPCC workshop, Royal Albert hall trip, dance festival, basketball growth mindset worksop, mindful magic workshop and local trips out in the village.	Supporting the cost of KS2 school journey allowed 2 children to attend who would not have probably gone.	£400 Residential Trip and extra-Curricular Activities
Provide resources and uniform needed for school	Funded support to PP children to buy uniform and resources needed for school.	Only a small amount of money was needed for uniform and school resources.	Next year this money would be better spent on providing quality reading books for the children.	£100 Uniform and school resources