

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

1. Summary information					
School	Tonwell St Mary's CE Primary School				
Academic Year	2020-21	Total PP budget	£9415 + £1200 (EYPP)	Date of most recent PP Review	July 2021
Total number of pupils	34	Number of pupils eligible for PP	9 children. 4 in EYFS and 5 in KS2.	Date for next internal review of this strategy	Dec 21 March 22

2. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers		
A.	Poor self-help skills and low expectations of their own ability which results in children failing to progress without the direct input of a teacher and in them producing work which does not reflect their potential.	
B.	Impoverished language on entry with poor vocabulary, immature speech patterns and limited life experiences on which to draw. This restricts children's access to texts and means that they lack stimulus for their imaginative play and writing	
C.	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	
External barriers		
D.	Attendance repeatedly below 96% and persistent absenteeism	
E.	Limited access to extra-curricular activities	
F.	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>
A.	For children to show greater self-help skills and to improve their expectations of themselves. 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.	For children to have the skills needed to acquire and use new vocabulary that enables them to communicate effectively from the EYFS and that prepares them for future learning especially in becoming fluent readers.	All pupils improve their communication skills and can talk confidently about their learning.
C.	Ensure no PP pupils are persistent absentees	All PP pupils will have over 90% attendance. Most will have over 96%.
D.	Enhance self-esteem and social skills through access to extra-curricular activities	All PP pupils will speak positively about activities.
E.	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

2021-2022

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"> ➤ 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. ➤ Teaching and Learning Advisors (TLAs) for English and maths to provide bespoke CPD for class teachers/subject leaders. ➤ PP lead to analyse books termly and meet with class teachers to discuss in class strategies. ➤ Staff training in September 2021 on PPG target setting. 	<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>Improve attainment for EYFS pupils.</p>	<ul style="list-style-type: none"> ➤ Early years teacher to complete essential maths training in line with whole school maths approach. ➤ Early years teacher to complete Steps training to support positive behaviour in the EYFS setting. ➤ Teaching assistant to work with children on their individualised targets. ➤ TA training from new EYFS lead teacher. ➤ Attention bucket activity used in class to support EY SEND children. ➤ Early years teacher to complete NELI training to improve children's oral language and literacy. ➤ Early years teacher to complete Zone of Regulation training to support children's self-regulation strategies. ➤ Use Places to Play Every Day (HfL) to do an audit of writing provision for Early Years. 	<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>Total budgeted cost</p>					<p>£2500 TLA time £1560 PP Lead Cover (equivalent to 1 hour per week) £130 TA training</p> <p>EY PP money: £280 Early years essential maths training (£200 for supply cover) £600 STEPS training for EYFS teacher £50 for attention bucket resources and fiddle toys. £70 TA training (remaining £130 for TA training to come from main PP funds)</p>

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?/Measure the effect?	Staff lead	When will you review implementation?
<p>Improve achievement for English and maths with dedicated weekly support from a TA working on individualised targets</p>	<ul style="list-style-type: none"> ➤ PP lead to analyse books termly and meet with class teachers to discuss individual targets ➤ PP pupils to meet weekly 1 to 1 with PP lead to show evidence of specific short term targets in books. ➤ PP pupils to work with TA once a week to work on specific short term targets. ➤ Reading a minimum of 5 times a week to an adult. ➤ Weekly reading comprehension groups with class teacher or teaching assistant. ➤ Individualised instruction for maths based on diagnostic maths tests and teacher use of AfL. 	<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 /teaching staff/Teaching assistant</p>	
<p>Ensure no PP pupils are persistent absentees</p>	<ul style="list-style-type: none"> ➤ Continue to implement attendance policy ➤ Attendance reported at every GB meeting ➤ Individual plans written for any children with prior PA ➤ Catch up on any work missed ➤ Offer free place at breakfast club to PP families to ensure children start school on time and eat a healthy breakfast. 	<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>	

Enhance self-esteem and social skills through access to extra-curricular activities	➤ Extra-curricular experiences such as day trips, visitors, yearly residential trip and growth mindset workshop.	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	
Total budgeted cost					£500 Residential Trip and extra-Curricular Activities £1495 Teaching Assistant to work with children on PPG targets £2500 Breakfast Club
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"> ➤ Funded support for PP children to buy a new reading book each term. ➤ Termly visits to Ware library (with PP lead and TA) ➤ Reading with a member of staff daily. 	<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.	
Provide resources and uniform needed for school	<ul style="list-style-type: none"> ➤ Funded support to PP children to buy uniform and resources needed for school. 	<p>Education Endowment Foundation research states that 'Wearing a uniform is not, on its own, likely to improve learning, but can be successfully incorporated into a broader school improvement process which includes the development of a school ethos'</p> <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>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>	Headteacher	
Total budgeted cost					£630 library visits and the purchase of books for children's personal library.

Review of expenditure for 2020-2021

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	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. Teaching and Learning Advisors (TLAs) for English and maths to provide bespoke CPD for subject leaders and new KS2 teacher. PP pupils to work with TA each week to work on specific short term targets.	All KS2 PPG children made positive progress in English and maths for 2020-2021. Child G – Reading: EXS, Writing: WTS, Maths: WTS. Child H – Reading: GDS, Writing: GDS, Maths: WTS. Child I – Reading: GDS, Writing: GDS, Maths: GDS. Child J – Reading: GDS, Writing: EXS, Maths: WTS. Child K – Reading: GDS, Writing: GDS, Maths: GDS.	One class with less year groups allowed the class teacher to have more opportunities to give children feedback and individualised instruction. Weekly sessions with TA enabled the children to work on their individualised targets.	£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 class teacher. PP pupils to work with TA each week to work on specific short term targets.	All KS1 PPG children made positive progress in English and maths for 2020-2021. Childe E – Reading: WTS, Writing: WTS, Maths: EXS. Childe F – Reading: PRE-KS, Writing: PRE-KS, Maths: EXS	Extra TA support in class enabled class teacher to have more frequent opportunities for feedback with children and individualised instruction. PP pupils had time each day to work with TA on their individualised targets.	£600 TLA time £1560 PP Lead Cover (equivalent to 1 hour per week)

<p>Improve attainment for EYFS pupils</p>	<p>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.</p>	<p>ALL EYFS children made positive progress in literacy and maths for 2020-2021 Child A – Literacy: 30-50D, Maths: 30-50E Child B – Literacy: 30-50E, Maths: 30-50S Child C – Literacy: 30-50D, Maths: 30-50S Child D – Literacy: 40-60E, Maths: 30-50S</p>	<p>Essential maths now being used in EYFS. Classroom environment changed and adapted to meet the needs of the children. Extra reading books purchased for EYFS to support children's phonic stages.</p>	<p>£657 Early years advisor</p>
<p>Improve achievement for English and maths in KS1 and KS2 so all children make expected or better progress across the Key Stages.</p>	<p>Reading to an adult daily. Reading comprehension groups with teaching assistant weekly. Individualised instruction for maths based on diagnostic maths tests and teacher use of AfL.</p>	<p>All children have made expected progress over the summer term. 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.</p>	<p>Targeted TA support to work with children 1 to 1 on their individual targets had a positive impact and was clearly evidenced in books.</p>	<p>£2886 Teaching Assistant to support English and maths input with focus on PPG targets</p>
<p>Ensure no PP pupils are persistent absentees.</p>	<p>Attendance reported at every GB meeting. Individual plans written for any children with prior PA. Catch up on any work missed. Offer free place at breakfast club to PP families to ensure children start school on time and eat a healthy breakfast.</p>	<p>Breakfast club is regularly used by 2 PPG children and this is helping to improve their punctuality in the morning. Attendance for the year. EYFS pupils not included. Child E – 89.4% Child F – 95.6% Child G – 95.5% Child H – 95.5% Child I – 93.3% Child J – 85.6% Child K – 94.3%</p>	<p>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.</p>	<p>£1755 Breakfast Club Places</p>
<p>Enhance self-esteem and social skills through access to extra-curricular activities</p>	<p>Funded support for PP children to attend any trips. Organised workshops.</p>	<p>Due to COVID some trips and events needed to be cancelled. Children have taken part in half termly music sessions with a music specialist, growth mindset workshop with a BMX champion, archery and orienteering sessions with the sports partnership, online road safety talks, K'nex challenge, animal rescue sanctuary talk, KS1 trip to Holy Trinity church, Shakespeare drama workshop and Edge outdoor activity centre for KS2 children. PPG children have also had some free access to after school club activities.</p>	<p>Some workshops could take place virtually.</p>	<p>£400 trips and extra-Curricular Activities e.g. workshops.</p>

<p>Increase home reading and enjoyment of reading.</p>	<p>Funded support for PP children to buy a new reading book each term. Termly visits to Ware library. Reading with a member of staff daily.</p>	<p>Children all received their own reading book each term and wrote book reviews.</p>	<p>Visits to the library could not place this year because of COVID. We are hoping this can go ahead from September 2021.</p>	<p>£70 x 3 = £210 Reading Books (£10 for each child to get a new reading book each term)</p>
--	---	---	---	--