

# Pupil premium strategy statement (primary) 2020-2021

| 1. Summary information |                 |                                  |       |                                                |                |
|------------------------|-----------------|----------------------------------|-------|------------------------------------------------|----------------|
| School                 | Plaxtol Primary |                                  |       |                                                |                |
| Academic Year          | 2020/2021       | Total PP budget                  | £6725 | Date of most recent PP Review                  | September 2020 |
| Total number of pupils | 97              | Number of pupils eligible for PP | 5     | Date for next internal review of this strategy | July 2021      |

| Current attainment based on year end data July 2020 |                        |           |                            |         |                                             |                        |                            |
|-----------------------------------------------------|------------------------|-----------|----------------------------|---------|---------------------------------------------|------------------------|----------------------------|
|                                                     | Pupils eligible for PP |           | Pupils not eligible for PP |         |                                             | Pupils eligible for PP | Pupils not eligible for PP |
|                                                     | Sept 20                | July 2021 | Sept 20                    | July 21 | % achieving                                 | Sept 20                | July 21                    |
| % achieving expected in reading, writing and maths  | unreportable           |           | unreportable               |         | greater depth in reading, writing and maths | unreportable           |                            |
| % achieving expected in reading                     | unreportable           |           | unreportable               |         | % achieving greater depth in reading        | unreportable           |                            |
| % achieving in writing                              | unreportable           |           | unreportable               |         | % achieving greater depth in writing        | unreportable           |                            |
| % achieving in maths                                | unreportable           |           | unreportable               |         | % achieving greater depth in maths          | unreportable           |                            |

| 2. Barriers to future attainment (for pupils eligible for PP, including high ability)             |                                                                                                                                                       |
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| In-school barriers (issues to be addressed in school, such as poor oral language skills)          |                                                                                                                                                       |
| A.                                                                                                | Poor attendance                                                                                                                                       |
| B.                                                                                                | Specific learning needs prevent a minority of children from accessing the curriculum at age-related levels.(working memory/ processing/ASD/dyslexia). |
| C.                                                                                                | Changes in home circumstances lead to school specific vulnerable group or children who cannot access enrichment opportunities.                        |
| D.                                                                                                | Movement of pupils from other schools joining in years subsequent to Reception.                                                                       |
| External barriers (issues which also require action outside school, such as low attendance rates) |                                                                                                                                                       |
| E.                                                                                                | Financial constraints                                                                                                                                 |

| 3. Desired outcomes |                                                                                                     |                                                                      |
|---------------------|-----------------------------------------------------------------------------------------------------|----------------------------------------------------------------------|
|                     | <i>Desired outcomes and how they will be measured</i>                                               | <i>Success criteria</i>                                              |
| <b>A.</b>           | Improved attendance                                                                                 | Above 85% floor standard.                                            |
| <b>B.</b>           | Low attaining PP children achieving closer to age-related expectations                              | 100% achieving at EXP – in each subject by July 2019                 |
| <b>C.</b>           | Middle attaining PP children making expected progress to continue or exceed age-related achievement | 80% achieving at EXP+ or EXC - in each subject by July 2019          |
| <b>D.</b>           | Children and parents feel safe, supported and able to ask for help.                                 | 100% of pupils sampled engaged and achieving in class (Leuven scale) |

| 4. Planned expenditure                                                                                                                                                                   |                                                                                                                                                                                                               |                                                                                                                      |                                                                                                                                                                                         |               |                                                                              |
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| 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?                                         |
| To ensure all pupils achieve and maintain progress across key stages.                                                                                                                    | Staff to moderate across key stages, analyse and input data.                                                                                                                                                  | PP have tendency to progress at a lower rate.                                                                        | PPI, book scrutiny, lesson obs, interventions, regular dialogue with staff and moderation.                                                                                              | HT, AHT, HLTA | Dec/March/July 2021<br><br>EYFS TA support - £486<br><br>Doodle Maths - £540 |
| To ensure PP children meet expected targets at the end of the year.                                                                                                                      | PPI meetings, update provision maps, interventions implemented to ensure targets are met. QFT. Implement maths support tool doodle maths' Use of additional teacher to support PP children in academic areas. | Ensure 100% of PP targets are met.                                                                                   |                                                                                                                                                                                         |               |                                                                              |
| To ensure progress in reading and enjoyment in reading.                                                                                                                                  | Dedicated class library time within school library, whole school reading initiative, reading volunteers to promote consistent progression from their reading language starting points, Beanstalk readers      | Quality First teaching and focused support within the lesson and during guided reading has a high impact on progress | Beanstalk costs<br><br>Impact overseen by English coordinator. Specialist teacher/SENCO to advice and support TAs.<br><br>Close liaison between KS leads/ teacher/TAs and Class teacher | KH, HT, TH    | July 2021<br><br>£400 – Beanstalk                                            |
| Total budgeted cost                                                                                                                                                                      |                                                                                                                                                                                                               |                                                                                                                      |                                                                                                                                                                                         |               | £1426                                                                        |
| 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?                                         |

|                                                                                                                                                                     |                                                                                                                                                              |                                                                                                                                                |                                                                                                                                |            |                                                                           |
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| Professional support with wellbeing as well as interventions and classroom practice promote articulating feelings, understanding them and seeking support as needed | Growth Mindset/Attachment training/ PSHE Assemblies/Mental health awareness/ SALUS support for years 3,4,5/Resilience support/Volunteer readers/TA support.  | Significant number of children demonstrating well-being needs who have responded well in the past supports the continuation of this provision. | Growth Mindset Day, introduction of MINERVA, Leuven Scale Pupil questionnaires, Pupil Conferencing, support from professionals | HT/AHT/KO  | 3X a year PPI's - £400 cover teacher costs                                |
| To improve progress of PP children in core areas                                                                                                                    | Nessy programme, small group intervention, <a href="#">additional teacher support</a> , apple iPad apps<br><br><a href="#">*Additionally added mid -year</a> |                                                                                                                                                |                                                                                                                                |            | £315 – Nessy<br><br>£4531 – Teacher support<br><br>Phonics training - £60 |
| Total budgeted cost                                                                                                                                                 |                                                                                                                                                              |                                                                                                                                                |                                                                                                                                |            | £5306                                                                     |
| 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?                                      |
| Children and parents feel safe, supported and able to ask for help and feel that they are being listened to.                                                        | School Trips/ Enrichment activities/apps for iPads/GL assessment programme                                                                                   | Children show increase in well-being through being part of the school community.                                                               | Pupil/parent questionnaires<br>Behaviour policy                                                                                | HT         | Termly<br>Residential £300                                                |
|                                                                                                                                                                     | School Uniform                                                                                                                                               | Enrichment extends learning beyond the classroom.                                                                                              |                                                                                                                                |            | GL assessment £7.50                                                       |
|                                                                                                                                                                     | BSC – wrap around care                                                                                                                                       |                                                                                                                                                |                                                                                                                                |            |                                                                           |
| Total budgeted cost                                                                                                                                                 |                                                                                                                                                              |                                                                                                                                                |                                                                                                                                |            | £307.50                                                                   |
| 5. Review of expenditure                                                                                                                                            |                                                                                                                                                              |                                                                                                                                                |                                                                                                                                |            |                                                                           |
| Previous Academic Year                                                                                                                                              |                                                                                                                                                              | 2019/20 £5280                                                                                                                                  |                                                                                                                                |            |                                                                           |
| 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                                                                      |

|                                                                       |                                                                                                                                                                                                                 |                                                                                                                      |                                                                                                                                                                                                                         |                                                        |
|-----------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|
| To ensure all pupils achieve and maintain progress across key stages. | Staff to moderate across key stages, analyse and input data.                                                                                                                                                    | PP have tendency to progress at a lower rate.                                                                        | PPI, book scrutiny, lesson obs, interventions, regular dialogue with staff and moderation.                                                                                                                              | *unreportable due to Covid and missed period at school |
| To ensure PP children meet expected targets at the end of the year.   | PPI meetings, update provision maps, interventions implemented to ensure targets are met. QFT.                                                                                                                  | Ensure 100% of PP targets are met.                                                                                   |                                                                                                                                                                                                                         |                                                        |
| To ensure progress in reading and enjoyment in reading .              | Dedicated class library time within school library, whole school reading initiative, reading volunteers to promote consistent progression from their reading language starting points, Beanstalk readers, Nessy | Quality First teaching and focused support within the lesson and during guided reading has a high impact on progress | <p>Beanstalk costs</p> <p>Nessy cost</p> <p>Impact overseen by English coordinator. Specialist teacher/SENCO to advice and support TAs.</p> <p>Close liaison between KS leads/</p> <p>teacher/TAs and Class teacher</p> | <p>£138</p> <p>£200</p>                                |

## 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                                                            |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|
| Professional support with wellbeing as well as interventions and classroom practice promote articulating feelings, understanding them and seeking support as needed | Growth Mindset/Attachment training/playground pals/Buddies/PSHE Assemblies/Mental health awareness/ SALUS support for years 3,4,5/Volunteer readers. Specialist teacher – Rosy Mortlock to work with key children. Dyslexia resources (apps and screener) | Significant number of children demonstrating well-being needs who have responded well in the past supports the continuation of this provision. | Growth Mindset Day, introduction of MINERVA, Leuven Scale<br>Pupil questionnaires,<br>Pupil Conferencing, support from professionals | <p>£37 – dyslexia</p> <p>£15 apple apps</p> <p>£1590 - Rosy</p> |

### 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  |
|--------------------------------------------------------------------------------------------------------------|--------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|-------|
| Children and parents feel safe, supported and able to ask for help and feel that they are being listened to. | School Trips/<br>Enrichment activities           | Children show increase in well-being through being part of the school community.<br><br>Enrichment extends learning beyond the classroom. | Pupil/parent questionnaires<br>Behaviour policy                    | £3300 |
|                                                                                                              | School Uniform BSC<br>– wrap around care         |                                                                                                                                           |                                                                    |       |
|                                                                                                              | Ta support for groups<br>– pastoral and academic |                                                                                                                                           |                                                                    |       |