

Pupil premium strategy statement (primary) 2020 to 2021 with Review

This plan has been limited due to restrictions and Lock Downs (Spring Term 2021 with ongoing restrictions in bubbles Autumn 2020 and Summer 2021) due to Covid-19.

1. Summary information					
School	Teversham CE Primary School				
Academic Year	2020 to 2021	Total PP budget	£83,700	Date of most recent PP Review	
Total number of pupils	184	Number of pupils eligible for PP	62 34%	Date for next internal review of this strategy	Summer 21

2. Current attainment		
Last Academic Year End of Key Stage 2	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	No external data - Covid	No external data - Covid
% making progress in reading	No external data - Covid	No external data - Covid
% making progress in writing	No external data - Covid	No external data - Covid
% making progress in maths	No external data - Covid	No external data - Covid

3. 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.	Reading and phonics
B.	Oral language skills and vocabulary
C.	Emotional and Mental Health
D.	Poor mental maths impacting on ability to calculate accurately and on confidence in maths.
E.	Behaviour
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
F.	Attendance and punctuality
G.	Lack of home support such as regular reading, support for home learning.
H.	Lack of parental engagement

4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	PP children will have a good knowledge of phonics and develop good reading skills at age related expectations. PP children will develop a love of reading, good reading habits and improve their reading skills to age related expectations.	100% of PP children will have achieved year 1 standard in phonics by the end of year 2. 80% of PP children will have achieved year 1 standard by the end of year 1. Increase in average % of PP children who achieve Battle of the Books each week.
B.	Children have good oral language skills and a wider range of vocabulary.	Wider range of vocabulary used in writing.
C.	Children are happy, settled and ready to learn in the mornings. Behaviour at break and lunch times does not negatively impact on learning in lessons.	Number of PP children who are settled and happily learning both morning and afternoons is increased. Number of behaviour incident forms for PP children at break and lunch is reduced.
D.	PP children will make good and accelerated progress in maths, through development of strong mental maths skills.	% of PP children achieving expected standard in maths will be higher than last year.
E.	Behaviour in class means that all children are able to learn and make progress.	% of PP children achieving expected standard in Reading, Writing and Maths will be higher than last year. Behaviour is not a barrier to learning in any class.
F.	Attendance of all PP children is good with very few persistent absentees. PP children are not late for school and are therefore able to access the basic skills practice each morning.	% attendance of PP children will improve from last year Number of PP persistent absentees will reduce.
G.	PP children will complete home learning, including take part in Battle of the Books.	% of PP children who achieve Battle of the Books will increase. Number of PP children completing homework will increase.
H.	Parents engage well with school, attending all parent's evenings and meetings.	% of PP who achieve expected standard and make good progress will be higher than last year.

5. Planned expenditure					
Academic year	2020 – 2021 <i>Plan was limited in what could be achieved through the Covid-19 restrictions – lock down and bubble and staffing restrictions.</i>				
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 - Improve quality of teaching so that all teaching is good or better for all children					
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?
Ensure that all teachers are able to meet the need of all learners especially SEN and PP children	Release teachers to observe excellent practise in school on how to meet the needs of all children. CPD – INSET and Staff Meetings.	Data in school indicates that children with SEN and PP are not making sufficient progress in the core subjects.	Monitoring of teaching, outcomes in books and data.	SLT	July 2021 56,100
Quality feedback ensures children are very clear on next steps and what they need to do to improve	Release teachers to enable them to spend quality 1-1 time with PP children, providing quality feedback	1-1 feedback has good impact on progress in writing. Education Endowment Foundation evidences high impact of feedback on progress.	Evidence from record sheets; Observations. Evidence in books.	LK	July 2021
Quality of teaching in phonics ensures that all children make good progress to achieve expected standard.	Release teachers to observe excellent practise in and beyond school. Mentoring and coaching. Resources.	Strong phonics knowledge has impact on progress in reading. Reading is key to learning across the curriculum. Early reading skills enable children to build confidence and access learning across the curriculum.	Monitoring of teaching; Analysis of data.	SLT	June 2021
Leadership of Pupil Premium is strong and ensures positive outcomes.	Training of leadership; Research/reading materials; CPD of all staff.	Ensuring that spend has highest impact on pupil outcomes.	Monitoring of PP plan/strategy	LK	June 2021
Effective curriculum meets the needs of the PP children in our school	Improve teaching of History and Geography by developing effective History and Geography plans. Release leaders to meet with specialists, develop plans. Training.	Ensure that all PP children have good knowledge and skills to prepare them for secondary school, to develop a love of learning, develop good cultural capital.	Monitoring of planning and teaching in History and Geography. PP children's voice.	LK and History/Geog leader	July 2021
Subtotal Costs					£12,600

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?
Reading skills	PHONICS – intervention year 1 and year 2	1-1 and small group intervention in phonics has had good impact on reading progress.	Observations, data.	LK	June 2021
Vocabulary development and oral language skills	EYFS TA time for oral language skills; TA time in identified classes	1-1 and small group intervention has had good impact on progress of EYFS. EYFS baseline shows poor language skills.	GLD data;	LK and EYFS lead	June 2021
Mental maths skills	Lunch time times tables club; CPD for staff on teaching mental maths skills.	Lack of mental maths skills impacts on accuracy of written calculations and on confidence in problem solving. Times table club has had good impact on skills.	Data outcomes; maths observations.	Maths leader	July 2021
Subtotal Costs					£14,000
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 calm, happy and ready to learn.	Play therapy	Children with mental health difficulties struggle to access learning.	Play therapy reports; feedback from teachers; monitoring of behaviour.	LK and SENDco	July 2021
Children calm, happy and ready to learn.	1-1 key worker time Family Support Worker time	Children with difficult home lives need time to talk and off load before they are ready to go into class. Impact of home difficulties on mental health.	Monitoring of behaviour; feedback from staff.	LK and SENDco.	July 2021
Behaviour in all classes is not a barrier to learning and all children are able to make good progress.	TA support (2 classes) Family Support Worker time	Ensuring that barriers to learning are reduced as much as possible in all classes.	Monitoring of behaviour through observations and pupil voice.	LK SENDco	September 2021
Improved attendance and punctuality.	Breakfast club and after school club	Children who attend regularly and on time make greater progress. Children able to access early morning basic skills work to impact on progress.	Monitoring of attendance and punctuality records. Analysis of numbers of PP who are persistent absentees.	Office staff and LK	July 2021

Increase numbers of children who access individual music tuition	Music tuition	Increase the opportunities for PP children to take part in cultural opportunities. Learning to play a musical instrument has an impact on ability to learn other areas of the curriculum, including developing skill of practise.	Monitoring of numbers of PP children playing instruments. Analysis of impact on learning skills.	LK and Music Lead	July 2021
Increase the opportunities to broaden the experiences of PP children and raise aspirations.	Enrichment such as concerts, theatre, residential trips and visits. Support for trips to ensure all attend.	Limited experiences have a negative impact on learning across the curriculum.	Monitoring of numbers of children taking part. Feedback from children.	LK and SLT	July 2021
Children read regularly at home.	Target PP children and their parents for Battle of the Books, if not regularly achieving this.	Education Endowment Foundations states that the association between parental engagement and a child's academic success is well established. Reading regularly at home has a strong impact on reading progress and attitudes to reading.	Track numbers of PP children achieving BB of the books. Monitor impact on these children. Feedback from staff.	LK and English leader	July 2021
Subtotal costs					£57,000
Total budgeted cost					£83,600

6. Review of expenditure				
Previous Academic Year		2020 - 2021		
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
Ensure that all teachers are able to meet the need of all learners especially SEN and PP children	Release teachers to observe excellent practise in school on how to meet the needs of all children. CPD – INSET and Staff Meetings.	Covid restrictions, lock downs, pressures on staff to combine remote learning with teaching children in school meant that releasing teachers was not possible. CPD and staff meetings focused on rapidly training staff in ICT systems and how to teach and give feedback remotely.	We learnt: <ol style="list-style-type: none"> 1. How to teach remotely and what worked and what didn't. 2. Carefully scaffolded and explained learning and tasks worked well. Live lessons didn't work due to pressures at home on equipment, space and family pressures. 3. Importance of daily Zooms to keep class together and to check in with each child. 	
Quality feedback ensures children are very clear on next steps and what they need to do to improve	Release teachers to enable them to spend quality 1-1 time with PP children, providing quality feedback	This was not able to take place – French teacher continued to provide remote French teaching for all children to access. Teachers not able to be released as needed to cover all class bubbles. Children in school were able to access smaller groups – more PP children were offered places in second lock down. 50% of school were in during second lock down.	Covid measures meant that feedback was highly focused on verbal feedback in the moment in class as much as possible. This feedback was more effective, reduced teacher workload to focus on effective planning and teaching. Many of the PP children thrived in smaller groups – and struggled when the rest of the class returned. The additional attention and calmer atmosphere of smaller classes (no more than 15) helped them to focus more and settle to learning.	
Quality of teaching in phonics ensures that all children make good progress to achieve expected standard.	Release teachers to observe excellent practise in and beyond school. Mentoring and coaching. Resources.	Covid meant that teachers were not able to visit other schools. Support for phonics teaching was given in school by experienced teachers.	Explore ways to observe teaching beyond school without being able to visit other schools. Explore use of Oak Academy and other videos of excellent teaching.	
Leadership of Pupil Premium is strong and ensures positive outcomes.	Training of leadership; Research/reading materials; CPD of all staff.	Staff meetings focused on developing remote learning and managing challenges of pandemic and staffing absences.	CPD for all staff continues to be an important part of our whole school approach to improving outcomes for Pupil Premium children.	

Effective curriculum meets the needs of the PP children in our school	Improve teaching of History and Geography by developing effective History and Geography plans. Release leaders to meet with specialists, develop plans. Training.	Curriculum development continued last year, with History and Art planning the key focus. Subject Leaders completing these in their own time.	Importance of a strong balanced well planned curriculum to meet the needs of our pupil premium children is key. Continued focus.	
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
Reading skills	PHONICS – intervention year 1 and year 2	1-1 and small group intervention was limited. Statutory assessment didn't take place. Internal assessments showed that 62% achieved the standard based on previous test 2019.	Importance of targeted support for children to make good progress in phonics.	
Vocabulary development and oral language skills	EYFS TA time for oral language skills; TA time in identified classes	1-1 and small group support for language took place for children who were in school. Impact on these children was good and made good progress.	Adult support in EYFS is key to developing good language skills. Increase in numbers of children with poor vocabulary and language skills – continue with this approach.	
Mental maths skills	Lunch time times tables club; CPD for staff on teaching mental maths skills.	Lunch time clubs could not take place. Challenges due to lack of adult support due to adults needed for supervision of bubbles across lunch times.	Not continue this approach – introduce Times Table Rock Stars next year.	
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 calm, happy and ready to learn.	Play therapy	Play therapy was intermittent due to lock downs. Some took place once restrictions were lifted. For children who accessed this, it has helped them to stay calm and focused.	An increase in the number of children with emotional and mental health difficulties has been seen since the pandemic. A waiting list has meant that we will introduce a Tiered approach to provide immediate short term support by our family worker for children waiting for play therapy.	

Children calm, happy and ready to learn.	1-2 key worker time Family Support Worker time	Children in small bubbles had access to support from TA in bubble to talk to. Family Worker employed from June 2021 due to challenges of recruiting.	Family Worker to continue to support children in school to be safe, happy and learning - and parents of these children where needed. Focus on disadvantaged children and those with safeguarding concerns.	
Behaviour in all classes is not a barrier to learning and all children are able to make good progress.	TA support (2 classes) Family Support Worker time	TA support was needed in all bubbles to ensure that break and lunch could be covered. And to support in class for behaviour and support emotional and social difficulties. Some children struggled with being back in a large group and some with only being able to play with their own class bubble.	Additional TAs were recruited due to increased behaviour challenges on return from lock downs and as pandemic continues, to support in class and at break and lunch times.	
Improved attendance and punctuality.	Breakfast club and after school club	Breakfast Club and After School Club were used by smaller numbers of children – key workers for first lock down, then some pupil premium children in second lock down.	Continues to be an effective way of ensuring children are on time and attend well.	
Increase numbers of children who access individual music tuition	Music tuition	Music tuition on hold during lock downs.	Success in past with positive take up of instrument lessons – and enabling PP children to learn an instrument.	
Increase the opportunities to broaden the experiences of PP children and raise aspirations.	Enrichment such as concerts, theatre, residential trips and visits. Support for trips to ensure all attend.	Restrictions meant that trips didn't happen.	Even more important following nearly 2 years of lack of experiences for the children.	
Children read regularly at home.	Target PP children and their parents for Battle of the Books, if not regularly achieving this.	Battle of the Books continued through last year – harder to track when at home in lock down. Once returned, % of children reading at home increased and maintains at about 90 – 95%.	Continue – develop further to target the children who regularly do not read at home and provide support in school. Target of 100% continues!	

7. Additional detail

Costs are available at school. Covid restrictions and lock downs meant that it was an exceptional year with unprecedented challenges. Increased need for some disadvantaged children to be supported to make progress to close learning gap and to address social, emotional and mental health difficulties. By end of 2021 numbers of pupil premium children increased to 77 ie 42% of school.