

Pupil premium strategy statement (primary) 2019 to 2020

1. Summary information					
School	Teversham CE Primary School				
Academic Year	2019 to 2020	Total PP budget	£68,640	Date of most recent PP Review	September 2019
Total number of pupils	180	Number of pupils eligible for PP	54 (as at Jan 2019)	Date for next internal review of this strategy	September 2020

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	75% reading, 75% writing, 63% maths, 63% combined	78% reading, 83% writing, 84% maths, 71% combined,
% making progress in reading	0.17	0.65
% making progress in writing	0.07	-1.20
% making progress in maths	-0.80	0.95

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.	Social and behaviour support
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 all classes enables all children to make good progress.	% of PP children making good progress is in line with or higher than non-PP children.
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

2019 to 2020

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 2020
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 2020
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 2020
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	
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 2020

Behaviour in class ensures that learning is not disrupted for all children including PP children	Additional TA support in classes with children with behaviour difficulties	Behaviour in some classes due to a very small number of children with SEBD (no EHCP) has meant that all children to focus and to make good progress	TA support in EYFS and Year 5	LK, SS and KW	June 2020
Total budgeted cost					
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 2020
Vocabulary development and oral language skills	EYFS TA time for oral language skills;	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 2020
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 2020
Total budgeted cost					
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 2020
Children calm, happy and ready to learn.	1-1 key 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 2020
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 2020

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 2020
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 2020
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 2020
Total budgeted cost					

6. Review of expenditure

End of Academic Year – June 2020

No attainment or progress data due to Covid-19: tests cancelled and children taking part in remote learning from March 2020 to July 2020.

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. Progress and attainment data, case studies.	Lessons learned (and whether you will continue with this approach; impact or implementation; continue to allocate funding and if so why?)	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.	Teachers developed increased skills and understanding to support needs of all learners. Limited CPD possible due to lock down. No data to evidence impact on progress of SEN/PP. Ongoing.	Review was delayed due to lock downs, ongoing restrictions.	
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	Quality 1-1 and small group sessions enabled children to receive high quality verbal feedback from teachers with children clear on next steps and what they need to do to improve during autumn Term and part of spring term prior to lock down. No data to show progress or attainment. Outcomes in books show good progress.	Review was delayed due to lock downs, ongoing restrictions.	
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.	Mentoring and coaching of teachers meant that quality of teaching in phonics enabled children to make good progress, prior to lock down. Phonics test not taken until November 2020 due to Covid-19. Gaps in learning due to lock down.	Review was delayed due to lock downs, ongoing restrictions.	
Leadership of Pupil Premium is strong and ensures positive outcomes.	Training of leadership; Research/reading materials; CPD of all staff.	No training accessed – Covid restrictions and change in priorities due to Covid.	Review was delayed due to lock downs, ongoing restrictions.	

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.	History and Geography planning in place. Training for teachers ongoing. Summer Term 2020 teachers focused on providing high quality remote learning for all children with no capacity to develop curriculum further or hold staff meetings.	Review was delayed due to lock downs, ongoing restrictions.	
Behaviour in class ensures that learning is not disrupted for all children including PP children	Additional TA support in classes with children with behaviour difficulties	TA support meant that very few lessons were disrupted due to behaviour difficulties. Children in all classes were supported to make progress. No progress or attainment data.	Review was delayed due to lock downs, ongoing restrictions.	

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	No data. Limited use of interventions.	Review was delayed due to lock downs, ongoing restrictions.	
Vocabulary development and oral language skills	EYFS TA time for oral language skills;	Oral language skills were developing well prior to lock down. Wider range of vocabulary used in writing.	Review was delayed due to lock downs, ongoing restrictions.	
Mental maths skills	Lunch time times tables club; CPD for staff on teaching mental maths skills.	No data.	Review was delayed due to lock downs, ongoing restrictions.	

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	Children who accessed play therapy were able to settle to learning with minimal disruption to learning and to play times. Limited as stopped during lock downs and restrictions.	Review was delayed due to lock downs, ongoing restrictions.	

Children calm, happy and ready to learn.	1-1 key worker time	All children settled and happily learning after drop-off.	Review was delayed due to lock downs, ongoing restrictions.	
Improved attendance and punctuality.	Breakfast club and after school club	Slight increase in % attendance PP children from 94.6% in 2018/19 to 94.8% 2019/20. Increase in punctuality.	Review was delayed due to lock downs, ongoing restrictions.	
Increase numbers of children who access individual music tuition	Music tuition	PP children who wished to learn an instrument and would not otherwise access music lessons took part in instrument lessons.	Review was delayed due to lock downs, ongoing restrictions.	
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.	All PP children access all trips and visits.	Review was delayed due to lock downs, ongoing restrictions.	
Children read regularly at home.	Target PP children and their parents for Battle of the Books, if not regularly achieving this.	% of PP children who read regularly at home is starting to increase. Increase in average % of PP children who achieve Battle of the Books each week.	Review was delayed due to lock downs, ongoing restrictions.	

7. Additional detail

Impact of Covid-19 lock down from March 2020 with only EYFS, Year 1 and Year 6 back in school from 2nd June 2020, and not all pupil premium children in school over that time, meant that gaps in children's learning were not able to be addressed. Children were also taught in very small bubbles by teachers who were not their own class teacher but who were also supporting the home learning for their own classes, due to the government requirements. These will be addressed during the recovery period once school is open to all again. Some strategies were able to continue such as TA support in bubbles and our support for disadvantaged children continued throughout, with offers of places in school, support for home learning through offering print outs, laptops and ipads, as well as well-being checks on phone. Second lock down we had 50% of children in school.