



Pupil premium strategy statement

1. Summary information					
School	Front Street Community Primary School				
Academic Year	2020/21	Total PP budget	£102,880	Date of most recent PP Review	Sept 2020
Total number of pupils	426	Number of pupils eligible for PP	78 *	Date for next internal review of this strategy	Jan 2021

* We anticipate a rise in disadvantaged pupils as a result of the economic downturn caused by coronavirus which will be reflected in the census data from January 2021.

We are unable to present data for the previous academic year as the Covid Lockdown prevented statutory assessments for EYFS, end of KS1 and KS2.

2. 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.	Children are not working at an age-related standard as a result of 'loss of learning' and have conceptual gaps or misconceptions.	
B.	Some pupils may have limited speech and language skills which can impact upon learning	
C.	Pupils being 'ready to learn' in class, including mentally/emotionally.	
D.	Level of cultural capital may be variable	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
E.	In some cases, inconsistent attendance, and punctuality. In some cases, parental engagement with school and Remote learning and the value of learning and achievement	
3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Pupils make accelerated progress so that a higher % of pupils achieve Age Related Expectations by the end of the year. Measured by teacher assessment and SATs data.	A higher % of PP pupils meet at least age related expectations by the end of the year. In statutory tests, progress is at least in line with national (others)

B.	Improved provision to develop language skills in all key stages enables pupils to access the curriculum effectively	Children’s vocabulary, listening and narrative skills are developed alongside phonological awareness.
C.	Social and emotional skills which give pupils the resilience, persistence and motivation to deal with the stresses and the rebufs of everyday life including Remote learning are developed to enable PP pupils to make progress.	Pupils eligible for PP have strategies to use to help them filter barriers to learning and improve access to the curriculum and make progress
D.	Provision of a curriculum and experiences within school enriches pupils’ cultural capital.	PP pupils have the opportunity to experience the same opportunities as their peers beyond the academic curriculum
E.	Parents are supported to maintain good attendance with guidance regarding Covid restrictions.	Overall PP attendance is at least good, where safe to do so.

4. Planned expenditure					
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. Teaching					
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?
A Recovery curriculum enables all pupils to catch up on lost learning caused by Covid19 restrictions	LEA and mastery specialist Recovery Curriculum adopted	Children learn old content and new year group content in tandem. Gap does not widen. Children are prioritised for catch up. Catch up funding will also be used to fund extra staff	Basic skills revision in autumn term Teaching timetables ensure adequate time for basic skills and revision	Class teachers Subject leads	Termly Dec 2020, April 2021, July 2021
A Improved progress for high attaining pupils due to staff expertise at providing challenge.	Ensure basic skills are secure following Recovery curriculum Embedding knowledge of age related and greater depth standards	Previous data trend shows the % of non PP achieving GDS is higher than that of PP pupils Ensure that PP pupils can achieve high attainment as well as meeting expected standards.	Teaching timetables ensure adequate time is given to basic skills including comprehension, spelling, times tables, My Maths software .	PP lead SLT Class teachers	Termly Dec 20, April 221, July 2021

<p>Continue with this strategy, which was interrupted due to the lockdown.</p>	<p>Pupil progress meetings</p>	<p>SLT engage with staff to identify gaps in learning</p>	<p>PAT scores are used to identify more able pupils to target</p> <p>Disadvantaged more able pupils are suitably challenged and achieving greater depth standards. Evidence in book scrutiny monitored by all staff at staff meeting and SLT.</p> <p>Children who are assessed at EYFS 3 in 2018 continue to achieve mastery and may achieve GD at KS1 due to COVID gaps. Data is tracked termly.</p> <p>Children in the higher attaining band at KS1 will progress through KS2 to achieve mastery with GD. Data is tracked termly</p> <p>Pupil progress meetings raise accountability</p>		
<p>B. In EYFS, all <u>new</u> staff are trained in <u>all</u> interventions. Improved oral language skills in EYFS</p> <p>In all lessons, new vocabulary is discussed and explicitly taught.</p>	<p>Staff training on developing oracy for all pupils in EYFS</p> <p>In all phases, new vocabulary is planned for within the context of a lesson.</p>	<p>EEF Toolkit 2018 suggest that early years interventions can add 5 additional months progress and it is suitable as an approach that we can embed across the school</p> <p>New intake 2020 have had a reduced pre school offer due to Covid. Baseline assessments indicate pupils are lower than average in oracy skills.</p> <p>Initial assessments on return from lockdown indicate that lack of vocabulary is hindering progress in reading and writing.</p>	<p>Use Phase meetings to deliver training. It Kit and ECAT training attended by TA and discussed with new class teachers Lessons from training embedded in daily practice</p> <p>Revision of training from Sept 2019 on teaching vocabulary. Planning will include reference to vocabulary.</p>	<p>PP lead</p> <p>class teachers Subject lead</p>	<p>Termly Dec 2020, April 2021, July 2021</p>

<p>B A rigorous approach to the teaching of phonics will result in a greater number of PP pupils reaching ARE in reading</p> <p>Continue with this strategy, which was interrupted due to the lockdown.</p>	<p>Linked to SIP Establish a rigorous approach to the teaching of phonics linked to the Recovery Curriculum</p> <p>Ensure the accurate implementation of the RWinc programmes and consistently revisit previous phonics knowledge</p> <p>Use of intervention delivered by TA/HLTA Booster sessions delivered Gaps in learning are identified along with barriers to learning and intervention targeted</p>	<p>EEF toolkit shows that phonic approaches have consistently supported young readers with an average impact of an additional 4 months progress.</p> <p>Reading comprehension skills also need to be taught explicitly and consistently . EEF show this can add 6 months progress</p> <p>Class teachers and SLT have identified gaps in individual's basic skills through tracking data.</p> <p>Evidence shows that teaching in smaller groups is effective. Pre teaching in intervention will also ensure less able PP children will be able to access daily lessons.</p>	<p>Training provided</p> <p>Teaching timetables ensure adequate time for basic skills</p> <p>Staff and TA will be timetabled daily to support within lessons or by taking smaller groups for intervention and pre teaching. This will be monitored in Intervention books. Monitoring meetings with phase leaders</p>	<p>English subject lead Class teachers TA</p>	<p>Termly Dec 2020, April 2021, July 2021</p>
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ii. Targeted academic 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?
<p>A Improved progress for high attaining pupils</p>	<p>Small group interventions for high-attaining pupils in addition to standard lessons. Booster sessions</p>	<p>Small group interventions with highly qualified staff have been shown to be effective, in sources such as the EEF Toolkit. In previous years intervention has specifically supported homework and consolidation in KS2.</p>	<p>Teaching assistant (TA) CPD for TAs supporting the sessions. Impact review meetings termly to monitor Engage with parents and pupils before intervention begins to address any concerns or questions</p>	<p>PP lead Class teachers TA's</p>	<p>Termly</p>

A The gap between PP and non PP pupils in reading reduces. Pupils make rapid progress and use basic skills fluently in reading comprehension	Lunchtime interventions – delivered by teachers and TA's for targeted PP pupils Purchase of IT packages and licences: KS1 Lexia, Spag.com Year 3 and 4 ORB	Our experience shows technology engages our pupils. Reading Plus has been used with success over the last 2 years and specifically during lockdown with Upper KS2. We know the programs used will -provides a personal program for pupils -focuses on specific skills that pupils need to	Monitoring of intervention- delivery- fortnightly, impact termly Training of staff ensures pupil progress is tracked termly and the schemes are adapted accordingly to support individual learners need	PP lead Class teachers TA	Termly
B Improved oral language skills in EYFS	1 to 1/ small group intervention of Talk Boost/It Kit in Reception and RWI 1:1phonics NELI intervention programme	Talk boost/ It Kit/ ECAT is a structured programme and has been successful when used in the last 2 years in school. EEF 2020 Chil receiving the NELI programme made the equivalent of +3 additional months progress in oral language skills and additional progress in early word reading	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. Ensure TA have access to training materials / webinars prior to 20 week delivery Observation of TA delivering programme.	EY staff PP lead	July 2021

iii. Wider strategies

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?
C Staff and children are aware of mental health and the impact it can have on progress Barriers to learning minimised through small group specific intervention	Specific interventions eg RISE, MELVA project online teach children how to be mindful and learn techniques to improve performance in learning.	Flexible support is given where needed to individuals. Staff take responsibility for identifying barriers to learning and resources needed to ensure the pupil can achieve. Previous engagement with the MELVA project in KS2 last year, significantly supported pupils with identifying worries and how to deal with them through drama based workshops. School licences to be purchased at a cost of £350	Access to CPOMS information used to develop awareness of barriers to learning. Clennell CPD Continued communication between staff and Family Support worker FSW introduction to new parents	SENco Mental health lead PSCHE lead Class teachers	Ongoing Sept 2020 Jan 2021

<p>The children have a greater level of emotional resilience and are better equipped to deal with a variety of situations including remote learning.</p>	<p>Implement Metacognition inset training from last year.-explicit teaching of strategies to help pupils plan, monitor and evaluate their learning Revise learning behaviours linked with Growth Mindset Teach strategies to support motivation and concentration for Remote Learning</p>	<p>EEF toolkit shows that when embedded metacognition and self regulation strategies can make an additional 7 months progress.</p>	<p>INSET revision TA's to complete training on "Helping children to foster their resilience" and implement strategies in the classroom (3 modules)</p>	<p>TA's</p>	<p>Start Autumn term</p>
<p>D PP pupils access the same life chances as their peers and apply their new skills for new learning across the curriculum.</p> <p>All pupils will have appropriate resources for Remote learning</p>	<p>Delivery of an enriched curriculum where children have the opportunity to experience learning through developing wider skills of creativity, immersion weeks, educational visits (when Covid safe) specialist skills visitors in school.</p> <p>Apply for DFE funded laptops Purchase small number of chrome books All pupils will be provided with a resource pack including exercise books, workbooks and stationery.</p>	<p>Due to Covid restrictions, our pupils have had limited experiences outside the home. Evidence shows that these are vital areas of expenditure for children as it raises aspirations, improves cultural capital, improves children's knowledge of the wider world and has a significant impact on pupils' academic understanding.</p> <p>Following a school survey of access to digital devices a small minority of pupils do not have access to technology due to financial hardship. Feedback to FSW during lockdown indicated a lack of resources affected engagement and access to. Home Learning</p>	<p>Financial support for key families to ensure hardship funding is available for resources to support home learning. FSW to contact vulnerable families regarding attendance and support with Remote learning Teachers to assign activities that pupils can do with minimal support</p>	<p>Class teachers</p> <p>Class teachers to monitor and inform FSW</p>	<p>Ongoing</p>

<p>E Attendance of PP pupils in line with all pupils in school</p>	<p>Family Support Worker employed to support attendance and remote learning with families and vulnerable groups</p>	<p>Family Support Worker already having a positive impact on hard to reach families.</p>	<p>Half termly attendance figures used to identify and monitor families whose children's attendance is a cause for concern Attendance will be monitored for absences due to COVID guidance.</p> <p>R Murphy PP Governor to meet LH on a termly basis to review progress on attendance</p>	<p>PP lead FSW</p>	<p>Termly</p>
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