



# Poulton St Chad's C of E Primary School

## Pupil premium strategy statement 2020/21 (to be evaluated September 2021)

1. Summary information					
<b>School</b>	Poulton St Chad's CE Primary School				
<b>Academic Year</b>	2020-21	<b>Total PP budget</b>	£39,590	<b>Date of most recent PP Review</b>	September 2019
<b>Total number of pupils</b>	240	<b>Number of pupils eligible for PP</b>	31 pupils	<b>Date for next internal review of this strategy</b>	September 2021

2. Current attainment (2018/19 KS2 results) **No data for 2019-20**			
	<i>Pupils eligible for PP in Year 6</i>	<i>Pupils not eligible for PP</i>	<i>national KS2 average</i>
<b>% reaching expected + in reading</b>	67%	93.3%	73
<b>% reaching expected + in writing</b>	67%	90.0%	78
<b>% reaching expected + in maths</b>	67%	93.3%	79

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Other additional needs of pupils
<b>B.</b>	Low reading/comprehension skills in PP children impacting achievement in all areas.
<b>C.</b>	Poor independent/resilience skills
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	Low attendance of some PP children
<b>E.</b>	Lack of home support for reading/homework

4. Desired outcomes	
	<i>Desired outcomes and how they will be measured</i>
	<i>Success criteria</i>

<b>A.</b>	Additional needs to be identified and supported by intervention identified on IEPs/PPEPs	Progress of SMART targets to be met,
<b>B.</b>	Improve the outcomes children in phonics (KS1), English and Mathematics	For PP eligible children to meet age related expectations in Y1 Phonics, Reading and Maths, or to make accelerated progress towards age related expectations. Recovery curriculum in place for all children, including engagement in National Tutoring Programme.
<b>C.</b>	Children to be confident independently and be able to take responsibility for some of their own learning (resources in school/changing books when needed etc)	Children able to be responsible for their own possessions and engagement with learning.
<b>D.</b>	Increased attendance rates for pupils eligible for PP.	Attendance to be in line with non PP eligible children

<b>5. Planned expenditure</b>					
<b>Academic year</b>		<b>2020/21</b>			
<b>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.</b>					
<b>i. Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Additional needs to be identified and supported by IEP/ PPEP intervention	<ul style="list-style-type: none"> <li>• SENCo to assess needs along with class teacher and identify required resources and intervention strategies tailored to individual need.</li> </ul>	Education Endowment Fund: Individualised instruction: A personally tailored approach - particularly in terms of the tasks and activities that pupils undertake and the pace at which they make progress through the curriculum - will be more effective.	Regular reviews of IEP targets and PPEPs	S. Shrewsbury/ Class teachers  Class teachers/ SLT	At least termly  1/2 yearly review of intervention effectiveness
Children to develop a positive attitude to their learning, be confident independently and be able to take responsibility for some of their own learning (resources in school/changing books when needed etc)	<ul style="list-style-type: none"> <li>• Embed Metacognition and Mastery principles in the classroom</li> <li>• TA support for reminding pupils</li> <li>• Welfare training in principles</li> </ul>	Dweck, C.S. & Leggett, E.L. (1988). A Social-Cognitive Approach to Motivation and Personality	To further develop application of whole school strategy in the classrooms and raise awareness with pupils and parents in order to support principles at home.	Class teachers	September 2020 – July 2021

**Total budgeted cost** £24,250

**ii. Targeted support**

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<p>Improve the outcomes of children in phonics (KS1), literacy and mathematics</p>	<ul style="list-style-type: none"> <li>• Tracking and monitor data of PP children.</li> <li>• Analyse barriers to learning and creating individual Case Studies on children that are at risk of falling behind</li> <li>• Increased targeted support from Teaching Assistants for phonics, reading and mathematics</li> <li>• Focused 'Narrowing the Gap' support – including Read Write Inc, Better Reading, Pre-teaching</li> <li>• Acquisition of specific resources to address identified needs</li> <li>• TA support for pupils to address next steps identified on PPEP</li> <li>• Enrolment of some pupils on National Tutoring Programme</li> </ul>	<p>Evaluation of the Making Good Progress Pilot (2010). DCSF Research Report RR184.</p> <p>PricewaterhouseCoopers (PwC) LLP See page 153 for summary of findings.</p> <p>John Dunford Consulting Ten point plan for spending the pupil premium successfully (2014)</p> <p>Evaluation of Pupil Premium Research Report (2013) DFE RR282</p> <p>Having identified pupil's next steps to overcome their barrier to learning we have identified what resources are needed. This is monitored effectively to ensure the best use of the funding.</p> <p>Previous year's impact has demonstrated that this is effective use of pupil premium as children have made progress and achieved at least age related outcomes.</p>	<p>Entry and exit data analysed for all intervention programmes.</p>	<p>S. Shrewsbury</p> <p>H. Hunt (Learning Mentor)</p> <p>Class teachers, with support of TAs</p>	<p>Termly</p>

Children to be confident in their approach to peers and learning.	<ul style="list-style-type: none"> <li>Learning Mentor targeted support</li> <li>Professional support from counsellor/coach working with identified children on individual specific issues.</li> </ul>	Mental health and behaviour in schools, GOV.UK-240515 DfE (2015)	Pupil feedback (questionnaire/informal discussions) Monitoring by Learning Mentor indicates a reduction in specifically targeted pupils requiring intervention to enable them to access learning.	J. Leeming H. Hunt  Class teachers with support of TAs	On-going with final analyses after publication of National 2019 data.
<b>Total budgeted cost</b>					<b>£10,000</b>
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Increased attendance rates for pupils eligible for PP.	Monitoring of PP children. Individual approach to be made to parents by letter/meetings. Individual targets to be shared with children.	The link between absence and attendance, GOV.UK (412638) – DfE (2015)  EEF Toolkit - Pupil engagement & behaviour – states 'A pupil cannot benefit from a lesson if they are not present in the classroom, engaged in the lesson, and behaving appropriately for learning.'	Tracking and monitoring of any pupils where attendance is a concern indicate improvements.	J. Leeming  Class teachers	On-going with final analyses after publication of National 2019 data.
Enrichment opportunities to be available for all both to facilitate access across all curriculum areas and to promote identification and development of any talented pupils.	Purchase of resources/opportunities/tutors for PP eligible pupils as required	Pupils not to be victimised or their education prejudiced through their being from low-income families.  The impact of improving life experiences for pupils in improving their well-being and confidence.	Pupils identified by class teachers/school bursar when educational opportunities restricted through lack of income.	Bursar  Class teachers	On-going with final analyses after publication of National 2019 data.
<b>Total budgeted cost</b>					<b>£5700</b>

## 6. Review of expenditure

### Summary of pupil attainment data for pupil premium children at August 2019

#### 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
Additional needs to be identified and supported by IEP intervention	SENCo to assess needs along with class teacher and identify required resources and intervention strategies tailored to individual need.	Evaluated Pupil Premium Education Plans (PPEPs) through releasing teachers for SLT discussions	Some schemes were discontinued as they were deemed to be ineffective for the pupils that were using them. Cog Med was extremely demanding on adult time and was sent home as a resource to be used by parents. (We suspect this did not happen.) The most effective resources have involved quality TA time (such as intervention, pre-teaching, individual follow up after a lesson, Better Reading, Toe By Toe) so the use of Pupil premium monies to employ TAs is impactful.	
Children to develop a positive attitude to their learning, be confident independently and be able to take responsibility for some of their own learning (resources in school/changing books when needed etc)	Develop Metacognition and Mastery principles in the classroom	This is developing but there have been significant changes in teacher and non-teacher approaches to supporting pupils through the language used to support problem solving.  Phrases such as 'I can't do it ...yet' What could you do about it?	To develop this further through rolling out programme to all pupils so that there is a 'can-do' attitude amongst all pupils, including PP pupils will have more impact over time.  This has been a challenge for all staff and parents, as well as pupils, as staff will not now do some things on behalf of children.  However, pupils are becoming more self-reliant and taking responsibility themselves.  Impact on their learning is hard to measure but in terms of high school readiness it is essential.	
				<b>£15,000</b>
<b>ii. Targeted support</b>				
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

<p>Improve the outcomes children in phonics (KS1), literacy and mathematics</p>	<ul style="list-style-type: none"> <li>Tracking and monitor data of PP children.</li> <li>Analyse barriers to learning and creating individual Case Studies on children that are at risk of falling behind</li> <li>Increased targeted support from Teaching Assistants for phonics, reading and mathematics</li> <li>Focused 'Narrowing the Gap' support – including Read Write Inc, Better Reading, Preteaching</li> <li>Additional teacher support in literacy and mathematics for Year 6 for children currently working below age related (at risk of falling below 100 on the scaled scores)</li> <li>Acquisition of specific resources to address identified</li> </ul>	<p>Not all pupils achieved Phonics but they were also SEN pupils with significant speech and language delay. They did however make significant progress from EYFS on entry (no understandable language)</p> <p>All Year 6 pupils achieved very well and 100% of PP children achieved in spelling punctuation and grammar, maths and reading.</p> <p>TA time and quality teacher and TA time with interventions, specifically targeted support is most effective. Treating pupils as unique rather than fitting to a programme has proved successful.</p>	<p>Phonics additionally needs very structured teaching and test preparation to ensure positive outcomes.</p> <p>Basic skills teaching has been identified as an essential precursor to wider curriculum coverage and the development of a mastery approach will be investigated.</p>	
<p>Children to be confident in their approach to peers and learning.</p>	<ul style="list-style-type: none"> <li>Learning Mentor targeted support</li> <li>Professional support from counsellor/coach working with identified children on individual specific issues.</li> </ul>	<p>This intervention avoided escalation of problems in the classroom, although at times children chose to go out of class at inappropriate times.</p> <p>Early intervention support from external professionals has had an impact of wellbeing of pupils and families and pupils are more ready to access learning in the classroom.</p>	<p>Support needs to be teacher directed time and not at child's request.</p> <p>Worthwhile making referrals despite additional paperwork/time commitments.</p>	
				<p><b>£19,055</b></p>

**iii. Other approaches**

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>Lessons learned (and whether you will continue with this approach)</b>	<b>Cost</b>
Increased attendance rates for pupils eligible for PP.	Monitoring of PP children. Individual approach to be made to parents by letter/meetings. Individual targets to be shared with children.	This does have a positive impact and involves working closely 1:1 with parents, establishing targets and routines to support attendance.	Pupil engagement, even at a young age, can have a positive impact but support from parents is essential.	
Enrichment opportunities to be available for all both to facilitate access across all curriculum areas and to promote identification and development of any talented pupils.	Purchase of resources/opportunities/ tutors for PP eligible pupils as required	This opportunity has identified some pupils to be passionate and some even gifted in areas that they were not previously accessing.	Removing barriers to access a wide curriculum has enhanced the self-esteem of pupils who thrive on new experiences.  This aspect is probably most appreciated by parents as it supports the whole family's wellbeing.	
				<b>£7500</b>

## 7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.  
Our full strategy document and policy can be found online at: [www.poultonstchadsce.lancs.sch.uk](http://www.poultonstchadsce.lancs.sch.uk)