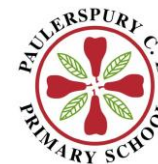


Paulerspury Primary School



Pupil premium spending 2019/20

SUMMARY INFORMATION			
Date of most recent pupil premium review:		Date of next pupil premium review:	
Total number of pupils:	98	Total pupil premium budget:	£20,675
Number of pupils eligible for pupil premium:	16	Amount of pupil premium received per child:	£1,080

STRATEGY STATEMENT
<p>Pupil Premium funding is used to support eligible pupils in school. The main areas of focus are:</p> <ul style="list-style-type: none"> • Academic support – to close any attainment gaps and help eligible pupils achieve as well as they can and at least in line with their peers • Pastoral support – to enable eligible pupils to be ready and able to learn, and to provide help and support to address any specific needs • Behaviour support – to support eligible pupils to manage behaviour effectively and be in the best place possible to access learning • Extra-curricular support – to support eligible pupils in accessing out of school clubs, school trips, residential visits, before and after school care and to provide resources to enable them to do so

Assessment information (all school data is from projections based on Spring Term data as national tesst were not completed due to COVID19 lockdown)

EYFS			
	Pupils eligible for pupil premium (PP)	Pupils not eligible for PP	
		School Average	National average
Good level of development (GLD)	none	80% (projection)	72% (from previous year)

EYFS			
Reading	none	80% (projection)	
Writing	none	80% (projection)	
Number	none	80% (projection)	
Shape	none	80% (projection)	

YEAR 1 PHONICS SCREENING CHECK		
Pupils eligible for PP	Pupils not eligible for PP	National average
0% (0/2) (projection)	92% (11/12) (projection)	82% (from previous year)

END OF KS1			
	Pupils eligible for PP	Pupils not eligible for PP	
		School average	National average
% achieving expected standard or above in reading	100% (3/3) (projection)	75% (9/12) (projection)	75% (from previous year)
% achieving expected standard or above in writing	33% (1/3) (projection)	75% (9/12) (projection)	70% (from previous year)

END OF KS1			
% achieving expected standard or above in maths	100% (3/3) (projection)	83% (10/12) (projection)	76% (from previous year)

END OF KS2			
	Pupils eligible for PP	Pupils not eligible for PP	
		School average	National average
% achieving expected standard or above in reading, writing and maths	None	76% (14/17) (projection)	65% (from previous year)
% achieving expected standard or above in reading	None	88% (15/17) (projection)	73% (from previous year)
% achieving expected standard or above in writing	None	76% (14/17) (projection)	78% (from previous year)
% achieving expected standard or above in maths	None	76% (14/17) (projection)	79% (from previous year)

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT

Academic barriers: (issues addressed in school such as low levels of literacy/maths)

A	Historic low expectations of pupils
B	Lack of focused interventions
C	Catch up for lost learning due to COVID lockdown

ADDITIONAL BARRIERS

External barriers (issues which require action outside school such as home learning environment and low attendance)

D	Lack of parental support with homework, particularly reading, spelling and basic maths skills
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INTENDED OUTCOMES

Specific outcomes		Success criteria
A	To develop age appropriate understanding of grammar, punctuation and spelling (using SPAG.com)	All pupils achieve ARE in KS1 SATs, KS2 SATs and Testbase GPS test in July 2021
B	To develop confidence in use of number and the number system (through targeted interventions)	All pupils achieve ARE in KS1 SATs , KS2 SATs and Testbase maths test in July 2021
C	To develop reading accuracy and fluency (through regular daily reading sessions)	All pupils reading ages at least in line with chronological age.

D	To develop confidence in recalling, using and applying phonic rules and spelling patterns (through targeted interventions and support in whole class sessions)	All pupils spelling ages at least in line with chronological age
E	To address gaps in learning as a result of missed learning time from March to July 2020 (COVID Lockdown)	Identified gaps in learning addressed through interventions, including use of catch up funding
F	To ensure that all children feel safe and secure and feel able to access learning in school	Identified pupils with anxieties associated with lockdown and/o returning to school given social and emotional support by ELSA

Planned expenditure for current academic year (2020/21)

Total number of pupils:	74	Total pupil premium budget:	£20,535
Number of pupils eligible for pupil premium:	12	Amount of pupil premium received per child:	£1,345

CURRENT ATTAINMENT

		<i>Reading</i>	<i>Writing</i>	<i>Maths</i>	<i>Grammar</i>
Pupil premium					
Pupil 1	*****	Emerging Y2	Emerging Y2	Emerging Y2	Emerging Y2
Pupil 2	*****	Emerging Y2	Emerging Y2	Emerging Y2	Emerging Y2
Pupil 3	*****	Emerging Y3	Emerging Y3	Emerging Y3	Emerging Y3
Pupil 4	*****	Emerging Y3	Emerging Y3	Emerging Y3	Emerging Y3
Pupil 5	*****	Emerging Y6	Emerging Y6	Emerging Y6	Emerging Y6
Pupil 6	*****	Emerging Y6	Emerging Y6	Emerging Y6	Emerging Y6
Ever6					

Pupil 7	*****	Emerging Y3	Emerging Y3	Emerging Y3	Emerging Y3
Pupil 8	*****	Emerging Y4	Emerging Y4	Emerging Y4	Emerging Y4
Pupil 9	*****	Emerging Y6	Emerging Y6	Emerging Y6	Emerging Y6
Pupil 10	*****	Emerging Y6	Emerging Y6	Emerging Y6	Emerging Y6
Pupil premium Plus					
Pupil 11	*****	Emerging Y2	Emerging Y2	Emerging Y2	Emerging Y2
Pupil 12	*****	Emerging Y6	Emerging Y6	Emerging Y6	Emerging Y6
Pupil 13	*****	Emerging Y6	Emerging Y6	Emerging Y6	Emerging Y6
Pupil 14	*****	Emerging Y6	Emerging Y6	Emerging Y6	Emerging Y6

ACADEMIC YEAR 2020 - 21

Quality of teaching for all

Action	Intended outcome	What's the evidence and rationale for this choice? <i>(Scores from EEF Teaching & Learning Toolkit)</i>	How will you make sure it's implemented well?	Staff lead	When will you review this?
Provide focused support in class to enable PP children to access quality first teaching	All PP children able to access teaching in class at their level and make good progress	Many PP children have other barriers to learning and need support to access quality first teaching. <i>(EEF Within class attainment grouping - +3 months, Individualised instruction - +3 months)</i>	Monitoring of CT and TA in class to ensure PP children are catered for.	RB	March 2021
Total budgeted cost:					0

Targeted support					
Action	Intended outcome	What's the evidence and rationale for this choice? <i>(Scores from EEF Teaching & Learning Toolkit)</i>	How will you make sure it's implemented well?	Staff lead	When will you review this?
1:1 support from PP TAs on GPS	All PP pupils achieve ARE by the end of their current year	GPS is an area of whole school development, especially the impact on attainment in writing at the end of KS2 and KS2 <i>(EEF 1:1 tuition - +5 months)</i>	Observations of taught sessions by HT/Inclusion lead	RB	March 2021
1:1 support from PP TAs on reading	All PP pupils achieve ARE and/or have a reading age in line with chronological age by the end of the current academic year	Many PP children have a reading age which is below their chronological age. Many do not read regularly at home. <i>(EEF 1:1 tuition - +5 months)</i>	Monitor reading ages in September and March. Observations of taught sessions and scrutiny of records.	RB	March 2021
1:1 support from PP TAs on basic number skills	All PP pupils achieve ARE by the end of the current academic year	Many pupils lack confidence in basic number skills, recall of number bonds and times tables, and using and applying this knowledge. Many do not practice at home. <i>(EEF 1:1 tuition - +5 months)</i>	Observations of taught sessions by HT/Inclusion lead. Monitoring of progress using school tracking system.	RB	March 2021
1:1 support from PP TA on phonics and spelling	All PP pupils have a spelling age in line with chronological age by the end of the current academic year	Many PP children have a spelling age which is below their chronological age. Many do not practice spelling at home. <i>(EEF 1:1 tuition - +5 months)</i>	Monitoring of spelling scores from weekly tests. Monitoring of phonics progress for children in Y1 or retaking in Y2. Observations of taught sessions by HT/Inclusion lead.	RB	March 2021

1:1 support from Emotional Literacy Support Assistant	All PP pupils feel safe and secure in school and able to access learning at all times	Many PP children have additional needs, including unsettled home life, past traumas etc. and require time and support to manage their thoughts and feelings and be successful learners <i>(EEF Social & emotional learning - +4 months)</i>	Feedback from sessions from pupils and parents.	RB/MGH	March 2021
1:1 support to address identified areas of lost learning due to lockdown	All PP pupils make progress in areas identified as being affected by lost learning time due to school closure	Many PP children did not fully access remote learning during school closure and have returned to school with obvious gaps in knowledge and understanding. <i>(EEF 1:1 tuition - +5 months)</i>	Production of individual pupil plans (IPPs) for catch up, reviewed termly. Observation of taught sessions to address identified needs by HT/Inclusion lead.	RB/JB	March 2021
Total budgeted cost:					£9,293
Other approaches					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Support PP children with cost of school trips/visits	PP children able to have same opportunities as all other pupils	Many PP children would be excluded from trips and visits, particularly residential in KS2, due to inability of families to fund them.	SBM monitor access to trips and visits to ensure no PP child is excluded because they are unable to fund trip.	RB/TC	March 2021
Support PP children with access to after school clubs	PP children able to have same opportunities as all other pupils	Many PP children would be excluded from paid for after school clubs due to inability of families to fund them.	SBM/Office staff to monitor access to paid for after school clubs and ensure that no PP children are excluded because they are unable to fund them.	RB/TC/LC	March 2021

Support PP children to access music lessons in school	PP children able to have same opportunities as all other pupils	Many PP pupils are unable to access music lessons due to inability of families to fund them.	Reports form peripatetic music teachers.	RB/TC	March 2021
Provide milk to PP pupils daily	PP children able to have same opportunities as all other pupils	Many PP pupils do not receive daily milk due to inability of families to fund it.	Milk register	RB/LC	March 2021
Purchase resources to support learning of specific PP pupils	PP pupils learning supported by appropriate resources	Many PP pupils do not have access to computers/tablets at home and require additional, specific resources in school.	Orders. Monitoring if usage of resources.	RB/TC	March 2021
Provide uniform and school equipment to PP children	PP children able to have same opportunities as all other pupils	Many PP families find it hard to meet the cost of school uniform due to lack of funding	Uniform orders	RB/TC	March 2021
Provide an external tutor	PP children supported in closing gaps in learning through access to quality tutoring	Many PP children have identified gaps in learning and benefit from focussed tutoring to help address these areas	Reports form tutors. Feedback from pupils and parents.	RB	March 2021
				Total budgeted cost:	£7,470

Review of expenditure from previous academic year

PREVIOUS ACADEMIC YEAR

Total amount: £21,860

Quality of teaching for all

Action	Intended outcome	Impact	Lessons learned	
Provide focused support in class to enable PP children to access quality first teaching	All PP children able to access teaching in class at their level and make good progress	<ul style="list-style-type: none"> Teachers and TAs are aware of PP children in their classes PP pupils are supported to access learning through regular 'check ins' and differentiated tasks and outcomes 	<ul style="list-style-type: none"> Support for PP children needs to be made more explicit in planning SLT need to monitor provision for PP pupils in lessons more regularly 	
Targeted support				
Action	Intended outcome	Impact	Lessons learned	
1:1 support from PP TA on GPS	All PP pupils achieve ARE by the end of their current year	<p>ARE July 2020</p> <ul style="list-style-type: none"> No data due to tests not being administered as a result of lockdown Feedback from TAs and pupils is positive on progress 	<ul style="list-style-type: none"> Sessions to be delivered by class TA rather than one for all pupils – more efficient use of time Staff confidence with some elements of SPAG needs to be developed - training 	
1:1 support from PP TA on reading	All PP pupils achieve ARE and/or have a reading age in line with chronological age by the end of the current academic year	Improvement in reading ages evident up until lockdown but then affected by lost learning time	<ul style="list-style-type: none"> Daily reading continues to be an effective strategy with PP pupils TAs and other adults reading with children placing more stress on comprehension has a positive effect on pupil's understanding 	
1:1 support from PP TA on basic number skills	All PP pupils achieve ARE by the end of their current year	<p>ARE July 2020</p> <ul style="list-style-type: none"> No data due to tests not being administered as a result of lockdown 	<ul style="list-style-type: none"> Basic number skills continue to improve due to greater emphasis in mastery teaching 	

1:1 support from PP TA on phonics and spelling	All PP pupils have a spelling age in line with chronological age by the end of the current academic year	Improvement in spelling ages evident up until lockdown but then affected by lost learning time	<ul style="list-style-type: none"> New spelling scheme well received and providing greater focus for learning of spelling 	
1:1 support from Emotional Literacy Support Assistant (ELSA)	All PP pupils feel safe and secure in school and able to access learning at all times	ELSA provided effective support for a number of PP children particularly in times of crisis	<ul style="list-style-type: none"> ELSA support is very effective in ensuring pupils are ready and able to learn 	
				Total Cost £8.917
Other approaches				
Action	Intended outcome	Impact	Lessons learned	Cost
Support PP children with cost of school trips/visits	PP children able to have same opportunities as all other pupils	PP children attended all trips and visits available. Many trips, including residential cut short or cancelled due to lockdown	<ul style="list-style-type: none"> Access to trips and visits is very valuable for PP pupils 	£231
Support PP children with access to after school clubs	PP children able to have same opportunities as all other pupils	PP children have had equal access to paid for after school clubs. Provision has been severely affected by lockdown, with no clubs running since March 2020.	<ul style="list-style-type: none"> PP uptake of clubs was improving, will continue to ensure families aware that funding is available to support this 	£250
Support PP children to access music lessons in school	PP children able to have same opportunities as all other pupils	PP children have had equal access to music lessons	<ul style="list-style-type: none"> Taster sessions and promotion have led to a small increase in uptake 	£300
Provide milk to PP pupils daily	PP children able to have same opportunities as all other pupils	PP children who require milk have had access to it	<ul style="list-style-type: none"> Children enjoy milk and are now better at remembering to drink it. Ensure staff continue to give reminders 	£90

Purchase resources to support learning of specific PP pupils	PP pupils learning supported by appropriate resources	Resources have been effective in supporting PP children to learn at home (laptops/iPads) and to access learning in school (books in library and classrooms, cuddly toys in class, Lego etc.)	<ul style="list-style-type: none"> • Use of funding to provide resources accessible to the whole class helps increase PP pupils feeling of belonging 	£3,815
Provide uniform and school equipment to PP children	PP children able to have same opportunities as all other pupils	Uniform available to PP families as required	<ul style="list-style-type: none"> • Parental uptake of PP funded uniform has improved, continue to promote that funding is available 	£40
Provide an external tutor	PP children supported in closing gaps in learning through access to quality tutoring	Tutoring has proved effective to help some children close gaps in learning caused by poor start in life, missed schooling or lack of parental support	<ul style="list-style-type: none"> • Important to ensure tutors are of good quality and maintain effective communication with families and the school 	£480
				Total Cost £5,206