



**Paulerspury Primary School**  
**Pupil premium strategy statement**

**School Overview**

School name	Paulerspury CE Primary School
Pupils in school	71 children
Proportion of disadvantaged pupils	8% (11 children)
Pupil premium allocation this academic year	£14795
Academic year or years covered by statement	2020-2021
Publish date	September 2021
Review date	July 2021
Statement authorised by	Robin Bunting
Pupil premium lead	Robin Bunting
Governor lead	Vikki Bishop

**Disadvantaged pupil progress scores for academic year 2018/19**

Measure	Score
Reading	Suppressed
Writing	Suppressed
Maths	Suppressed

**Disadvantaged pupil performance overview for academic year 2019/19**

Measure	Score
Meeting expected standard at KS2	Suppressed
Achieving high standard at KS2	Suppressed

**Strategy aims for disadvantaged pupils**

Priority 1	All staff receive ongoing CPD focussing on quality first teaching to ensure children are fully engaged in all lessons which are carefully planned and delivered to meet their needs and enable children to make progress within lessons and over time.
Priority 2	All staff receive ongoing CPD and support to ensure that gaps are addressed in Maths and more children are working at or above the expected standard for their year group.
Barriers to learning these priorities address	Teachers have more strategies to help accelerate progress in the classroom in all subjects but particularly focusing on Maths and Writing.

Projected spending	£4500 CPD budget including release time for support staff
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### Teaching priorities for the current academic year

Aim	Target	Target date
Progress in Reading	Children to be reading at or above the expected standard for their year group.	July 2021
Progress in Writing	Children to be writing at or above the expected standard for their year group.	July 2021
Progress in Mathematics	Children to be performing at or above the expected standard for their year group.	July 2021
Phonics	KS1 children to pass the phonics screening in preparation for Year 3. (Two children)	July 2021
Other	All families to attend school regularly. (All attendance monitored, one family targeted support)	July 2021

**Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at the end of Y1**

### Targeted academic support for current academic year

Measure	Activity
Priority 1	Support staff CPD on implementation of 20 day challenges following analysis of data, book scrutiny and teacher discussion. Ongoing support for support staff to ensure targeting is having an impact for individual children.
Priority 2	Specific daily support for children where necessary to ensure that they are becoming fluent readers, including additional phonic support.
Barriers to learning these priorities address	Ensuring children do not fall behind their peers and gaps are closed.
Projected spending	£6144 20 day challenge and reading/phonics support

### Wider strategies for current academic year

Measure	Activity
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Priority 1	ELSA support, where necessary, with clear objectives and timescales. Support for children and families with poor attendance.
Priority 2	Financial support for disadvantaged children to ensure they are able to participate in extra-curricular activities and education visits, including residential.
Barriers to learning these priorities address	Ensuring children are ready to learn and accessing the same opportunities as their peers.
Projected spending	£4151

### Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring teaching staff have sufficient time for CPD and to work with colleagues to develop effective co-coaching teams	Half termly CPD schedule carefully planned and use of HLTA and HT to provide additional time when necessary.
Targeted support	Ensuring support staff have time for CPD and time to reflect on impact of the targeted 20 days challenges.	Twice weekly staff training sessions during the school day to provide opportunities for training, discussion and reflection.
Wider strategies	ELSA time is planned carefully to ensure children are not missing vital learning in class and work is timely and objective driven.	ELSA time is only used when necessary and after discussion with teachers.

### Review: last year's aims and outcomes

Aim	Outcome
Improved social confidence and develop collaborative play skills	Pre-COVID children's confidence and collaborative skills were developing through ELSA and in class support. Where, necessary this support is again being provided by the ELSA.
Increased confidence in basic English and maths skills, leading to increased progress in all areas of the curriculum	Gains in confidence in these areas limited due to lockdown and remote learning. This remains an area of focus.
Good punctuality for pupils eligible for pupil premium.	Attendance (97.26%) and punctuality is generally good although support is still required for a few key children.