

Pupil Premium Strategy Statement – Plan of Expenditure 2020-2021

Inspiring Minds, Expanding Horizons

1. Summary information					
Academic Year	2020/2021	Expected PP budget	£117,015	Date of most recent PP Review	23.01.2018
Total number of pupils	202	Number of pupils eligible for PP	87 (43%)	Date for next internal review of this strategy	September 21
Total number of pupils eligible for PP in EYFS (27)			6	Total EYFS PP budget	£ 1,678

2. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers		
A.	Poor communication skills on entry to the school for PP pupils, this delays the development of oracy, reading and writing for the PP children within EYFS & KS1	
B.	Missed learning and gaps in learning for PP pupils not accessing remote programs during period of lockdown (Spring & Summer 2020)	
C.	Low levels of physical and emotional wellbeing for many PP children, this impacts on their ability to focus on learning, slowing expected rates of progress	
External barriers (issues which also require action outside school, such as low attendance rates)		
D.	Persistent absence for disadvantaged children is much higher than national figures. If children are not at school, this will have an impact on their attainment and progress.	
3. Desired outcomes		
	Desired outcomes and how they will be measured	Success criteria
A.	To improve literacy development and skills for all disadvantaged children in Early Years and KS1 Targeted support will be timetabled in the Early Years and KS1 to support language development. The support will address specific needs and close the gap between PP and non-PP pupils. This will be measured each term at pupil progress meetings.	To maintain development and achievement of GLD for PP pupils To increase the % of children at ARE for literacy To increase language development of targeted pupils in KS1
B.	To reduce the in-school attainment gap between PP and non-PP pupils at expected levels in reading, writing and maths, at the end of Key Stage 1 and Key Stage 2. To address gaps in learning through an effective catch up curriculum.	To close the gap in expected attainment between PP and non-PP children at the end of key Stage 2. For the results of PP pupils to be in line with children nationally. Teachers will effectively fill gaps in learning with high quality teaching
C.	To develop and support children's social and emotional skills and well-being by specific pastoral interventions and support.	To close the gap in development of social and emotional skills of PP and non-PP pupils so that progress in learning is at the expected rates for all pupils
D.	To improve the attendance of all PP children, particularly those with persistent absence so all children attend school regularly, achieving better rates of progress and attainment.	To reduce the persistent absence figure of PP children by 10%

Planned expenditure 2020 - 2021

Quality of teaching for all

Desired outcome	Chosen action/approach	Evidence and rationale	Implementation	Staff Lead	Date of review
<p>A) To improve literacy development and skills for all disadvantaged children in Early Years and KS1</p>	<ul style="list-style-type: none"> Speech Link development programme NELI programme (DfE funding) Additional Learning Support Assistant Reading for pleasure focus within setting Additional RWI resources to support reading at home in EYFS & KS1 	<p>Baseline assessments on entry Sept 2020 3% of pupils at ARE</p> <p>Small groups for phonics and speech and language (NELI) teaching matched to ability and needs of pupils.</p> <p>Encourage and create reading culture within classroom for pupils without wide access at home</p> <p>Reading books to support and match appropriate phonic stages in children's learning</p>	<p>Effective programme for supporting assessment. Increased CPD for EYFS staff to support with interventions and strategies for teaching specific skills.</p> <p>Delivery of NELI programme for children in EYFS to increase speech and language skills. Further targeted support for those PP pupils falling behind.</p> <p>Resources for specific area - appropriate reading books and language rich environment</p> <p>To be matched to pupils – assessment for phonics October 2002</p>	<p>Chloe Barker Cost: £275</p> <p>Chloe Barker Cost: £16872</p> <p>Chloe Barker Cost: £400</p> <p>Vicki Crowfoot Cost: £834</p>	<p>October 2020 March 2021 May 2021</p> <p>October 2020 March 2021 May 2021</p> <p>Termly action plan review</p> <p>Dec 2020 April 2021</p>
<p>B) To reduce the in-school attainment gap between PP and non-PP pupils at expected levels in reading, writing and maths, at the end of Key Stage 1 and Key Stage 2. To address gaps in learning through an effective catch up curriculum.</p>	<ul style="list-style-type: none"> HLTA to deliver targeted reading interventions PiXL resources purchased and implemented in Year 6 and Year 2 To improve early reading and phonics teaching Pupil Premium CPD sessions for class-based staff Additional LSA (Year 1) 	<p>Lack of progress in reading for KS2 children All PP pupil attainment in line with or greater than national.</p> <p>Additional teaching group outside of school day with identified children targeted</p> <p>A consistent approach to early reading and phonics teaching across EYFS and KS1 so that when children leave KS1 they are able to access the full curriculum</p> <p>All staff aware of potential impact of disadvantage, impact on pupil progress and attainment</p> <p>Year 1 class – 52% PP Children missed large section of EYFS development due to lockdown. Additional classroom support for lost learning</p>	<p>LKS2 children (not achieved Phonics Screening) to access 1-1 Reading Recovery programme Y5 & Y6 children to access Fresh Start (KS2 RWI)</p> <p>Effective programme and school support. Enabled 'upskilling' of staff using programme. Targeted teaching to close gaps.</p> <p>Weekly CPD sessions for all staff delivery phonics and early reading – release time for phonics lead (2 x hours weekly)</p> <p>Staff meetings and PD Days tailored to meet needs of staff</p> <p>LSA to work with targeted children – closing gaps</p>	<p>Sally Clay Cost: £19,399</p> <p>Heather Thorne Cost: £3960</p> <p>Vicki Crowfoot Cost: £1918</p> <p>Heather Thorne</p> <p>Heather Thorne Cost £15,076</p>	<p>Dec 2020 April 2021 July 2021</p> <p>Dec 2020 April 2021 July 2021</p> <p>Dec 2020 April 2021 July 2021</p> <p>April 2021 July 2021</p> <p>Dec 2020 April 2021 July 2021</p>

Targeted support					
Desired outcome	Chosen action/approach	Evidence and rationale	Implementation	Staff Lead	Date of review
C) To develop and support children's social and emotional skills and well-being by specific pastoral interventions and support.	<ul style="list-style-type: none"> Wellbeing Champion to support welfare and wellbeing of all PP children 	Impact of increased focus in learning for most children. Social and emotional development and wellbeing support (lockdown)	THRIVE activities to be developed at class level LSAs and teachers to be responsible for delivery with Support for Wellbeing champion	Sue Manders Cost: £15,428	October 2020 March 2021 May 2021
	<ul style="list-style-type: none"> THRIVE training and resources 	Activities and resources to target specific developmental ages for individuals	Renew THRIVE licence and budget for THRIVE resources	Sally Clay Cost: £771	July 2021
	<ul style="list-style-type: none"> Pastoral Support lead 	Role of Pastoral Lead to support individual children. Time allocated to work on specific strategies and interventions. Time to refer for outside agencies for additional support and skill.	Non class-based role to support pupils with high level of need	Heather Thorne Cost: £34696	July 2021
	<ul style="list-style-type: none"> Breakfast club 	Pupils to have a 'soft start' and nutritious beginning to the day. Calm and focused start to their learning.	PP pupils targeted for the support. Staff cost of Breakfast club (6.25 hours per week)	Tina Wilson Cost: £3225	Termly

Other approaches					
Desired outcome	Chosen action/approach	Evidence and rationale	Implementation	Staff Lead	Date of review
D) To improve the attendance of all PP children, particularly those with persistent absence so all children attend school regularly, achieving better rates of progress and attainment.	<ul style="list-style-type: none"> • Purchase Education Welfare Support from Suffolk County Council 	LA team with greater expertise to support families and school staff to reach targets set	Working with targeted families with persistent absence. Individual plans created and monitored	Emma Boakes Cost: £1000	October 2020 March 2021 May 2021
	<ul style="list-style-type: none"> • Allocation of School Administrator time (30%) 	Direct support and escalation strategy with families when absence is increasing	Attendance Policy 2020	Emma Boakes Cost: £7360	
	<ul style="list-style-type: none"> • Headteacher to meet with individual families 	To monitor attendance and support families to improve attendance of their children Working to identify any barriers and allocating appropriate support	Initial phone call to arrange meeting. Regular communication to monitor attendance	Heather Thorne	October 2020 March 2021 May 2021
	<ul style="list-style-type: none"> • Attendance certificates, resources and awards Class attendance cup – whole school competition 	Celebration in whole school assembly. Children aware of class figure, advertised within school	Attendance cup / Board. Whole school progress to be targeted.	Emma Boakes Cost: £250	October 2019 March 2020 May 2020
Total Budgeted Cost				£121,464	
Amount from allocated from school budget				(£4449)	