

Pupil Premium Strategy Statement 2020 - 2021

1. Summary information					
Academic year	2020-2023	Total PP budget	£223,270	Date of most recent PP review	July 2020
		Early Years Pupil Premium Budget	£6,948		
Total number of pupils	415	Number of pupils eligible for PP	185	Date for next leadership review of this strategy	July 2021

2. Current attainment		
	Pupils eligible for PP	National average for ALL pupils
% achieving in reading, writing and maths	Data not available due to school closures	Data not available due to school closures (Covid 19).
% attainment in reading		
% attainment in writing		
% attainment in maths		
% attainment in English spelling, punctuation and grammar		

3. Potential barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers	
A	The gap in attainment for disadvantaged pupils is likely to have increased due to school closures for Covid-19. This is a result of differences in access and support with home learning.
B	Disadvantaged pupils may not have all had the same reading exposure as other pupils. The attainment gap in reading is likely to have increased due to Covid-19 as pupils may not have had access to appropriate reading material.
C	Some disadvantaged pupils enter school with limited speech and language skills and low levels of vocabulary as evidenced in the nursery baseline. This impacts on attainment across the curriculum. Being away from peers and structured teaching due to Covid-19 is likely to impact on language development.
External barriers	
D	Overall attendance of disadvantaged pupils is lower therefore gaps are not being closed and can increase with missing further lessons. Covid-19 means an extensive period of time of education has been missed with varied experiences and expectations of home learning.
E	Although overall exclusions for the school are low, fixed-term exclusions are higher for disadvantaged pupils. Referrals to mental health services are higher for disadvantaged pupils and their families, particularly due to Covid-19. The number of families supported by Early Help is higher for disadvantaged pupils.
F	Some disadvantaged pupils may not have the same experiences which help to enhance learning, particularly following the impact of Covid-19.

Pupil Premium Strategy Statement 2020 - 2021

4. Desired outcomes																																																													
	Desired outcomes and how they will be measured				Success criteria																																																								
A	<p>Achievement for disadvantaged children will increase across the core subjects therefore allowing the overall gap to decrease in all three key stages (EYFS, KS1 and KS2).</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr style="background-color: #00AEEF; color: white;"> <th></th> <th>2017</th> <th>2018</th> <th>2019</th> <th>National all</th> </tr> </thead> <tbody> <tr> <td>GLD</td> <td>57%</td> <td>42%</td> <td>52%</td> <td>72%</td> </tr> <tr> <td>EXS KS1 reading</td> <td>62%</td> <td>74%</td> <td>54%</td> <td>75%</td> </tr> <tr> <td>EXS KS1 writing</td> <td>50%</td> <td>71%</td> <td>50%</td> <td>69%</td> </tr> <tr> <td>EXS KS1 maths</td> <td>62%</td> <td>77%</td> <td>58%</td> <td>76%</td> </tr> <tr> <td>EXS KS2 reading</td> <td>36%</td> <td>44%</td> <td>31%</td> <td>73%</td> </tr> <tr> <td>EXS KS2 writing</td> <td></td> <td>60%</td> <td>48%</td> <td>78%</td> </tr> <tr> <td>EXS KS2 maths</td> <td>39%</td> <td>32%</td> <td>28%</td> <td>79%</td> </tr> <tr> <td>Progress reading</td> <td>-5.4</td> <td>-6</td> <td>-5.4</td> <td>0</td> </tr> <tr> <td>Progress writing</td> <td>-0.4</td> <td>-4.5</td> <td>-3</td> <td>0</td> </tr> <tr> <td>Progress maths</td> <td>-5.4</td> <td>-6.6</td> <td>-6.4</td> <td>0</td> </tr> </tbody> </table>					2017	2018	2019	National all	GLD	57%	42%	52%	72%	EXS KS1 reading	62%	74%	54%	75%	EXS KS1 writing	50%	71%	50%	69%	EXS KS1 maths	62%	77%	58%	76%	EXS KS2 reading	36%	44%	31%	73%	EXS KS2 writing		60%	48%	78%	EXS KS2 maths	39%	32%	28%	79%	Progress reading	-5.4	-6	-5.4	0	Progress writing	-0.4	-4.5	-3	0	Progress maths	-5.4	-6.6	-6.4	0	<ul style="list-style-type: none"> In EYFS, the percentage of disadvantaged pupils achieving the ELGs compared to non-disadvantaged will be broadly in line (no national standards yet due to being an Early Adopter school). At KS1, the attainment gaps for disadvantaged pupils will decrease in reading, writing and maths. KS1 reading 64%, KS1 writing 60%, KS1 maths 68% At KS2, the attainment gaps for disadvantaged pupils will decrease in reading, writing and maths. KS2 reading 68%, KS2 writing 65%, KS2 maths 72%. Progress will be 0+ in all three subjects. 	
	2017	2018	2019	National all																																																									
GLD	57%	42%	52%	72%																																																									
EXS KS1 reading	62%	74%	54%	75%																																																									
EXS KS1 writing	50%	71%	50%	69%																																																									
EXS KS1 maths	62%	77%	58%	76%																																																									
EXS KS2 reading	36%	44%	31%	73%																																																									
EXS KS2 writing		60%	48%	78%																																																									
EXS KS2 maths	39%	32%	28%	79%																																																									
Progress reading	-5.4	-6	-5.4	0																																																									
Progress writing	-0.4	-4.5	-3	0																																																									
Progress maths	-5.4	-6.6	-6.4	0																																																									
B	<p>Attainment in reading and phonics will increase across all three key stages and the attainment gap for pupil premium pupils will decrease.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th colspan="7" style="text-align: center; background-color: #D9D9D9;">Disadvantaged pupils - Reading</th> </tr> <tr style="background-color: #D9D9D9;"> <th></th> <th colspan="2">2017</th> <th colspan="2">2018</th> <th colspan="2">2019</th> </tr> <tr style="background-color: #4F81BD; color: white;"> <th></th> <th>Exp+</th> <th>GDS</th> <th>Exp+</th> <th>GDS</th> <th>Exp+</th> <th>GDS</th> </tr> </thead> <tbody> <tr> <td>KS1</td> <td>62%</td> <td>8%</td> <td>74%</td> <td>7%</td> <td>54%</td> <td>9%</td> </tr> <tr> <td>KS2</td> <td>36%</td> <td>4%</td> <td>44%</td> <td>8%</td> <td>31%</td> <td>3%</td> </tr> </tbody> </table> <p style="text-align: center; margin-top: 10px;">Phonics</p>				Disadvantaged pupils - Reading								2017		2018		2019			Exp+	GDS	Exp+	GDS	Exp+	GDS	KS1	62%	8%	74%	7%	54%	9%	KS2	36%	4%	44%	8%	31%	3%	<ul style="list-style-type: none"> In EYFS, the attainment gap in reading at the end of Reception will have decreased and be in line with national standards (once set for Early Adopter schools). In the Y1 phonics screening check, attainment for disadvantaged pupils will be 80% as a trend. At KS1 and KS2, attainment in reading for disadvantaged pupils will increase and diminish the gap so by the end of the three years' attainment will be KS1 64% EXS and 10% GDS. KS2 68% EXS and 12% GDS 																					
Disadvantaged pupils - Reading																																																													
	2017		2018		2019																																																								
	Exp+	GDS	Exp+	GDS	Exp+	GDS																																																							
KS1	62%	8%	74%	7%	54%	9%																																																							
KS2	36%	4%	44%	8%	31%	3%																																																							

Pupil Premium Strategy Statement 2020 - 2021

	Group	2017	2018	2019													
	Dis	71%	76%	81%													
	Other pupils	89%	97%	81%													
C	<p>Disadvantaged pupils will be confident speakers, using a wide variety of ambitious vocabulary. This will impact on attainment in Communication and Language at the end of EYFS, demonstrating strong progress from Nursery baseline.</p> <table border="1" style="width: 100%; margin-top: 10px;"> <thead> <tr> <th style="background-color: #00a0e3; color: white;"></th> <th style="background-color: #00a0e3; color: white;">2017</th> <th style="background-color: #00a0e3; color: white;">2018</th> <th style="background-color: #00a0e3; color: white;">2019</th> </tr> </thead> <tbody> <tr> <td>Comm</td> <td>65%</td> <td>46%</td> <td>73%</td> </tr> </tbody> </table>					2017	2018	2019	Comm	65%	46%	73%	<ul style="list-style-type: none"> Attainment in Communication and Language at the end of EYFS will be 70%+ as a trend. 				
	2017	2018	2019														
Comm	65%	46%	73%														
D	<p>The number of disadvantaged pupils who are persistently absent will reduce. Overall attendance for pupil premium pupils will narrow the gap with national attendance data.</p>				<ul style="list-style-type: none"> Overall attendance for disadvantaged pupils will be 95%. Persistent absence for pupil premium pupils will be below 9%. 												
E	<p>The number of behavioural incidents recorded in school involving disadvantaged pupils will reduce. This will result in positive mental health of pupil premium pupils and reduced fixed term exclusions.</p> <table border="1" style="width: 100%; margin-top: 10px;"> <thead> <tr> <th style="background-color: #00a0e3; color: white;"></th> <th style="background-color: #00a0e3; color: white;">2017</th> <th style="background-color: #00a0e3; color: white;">2018</th> <th style="background-color: #00a0e3; color: white;">2019</th> </tr> </thead> <tbody> <tr> <td>Fixed term</td> <td>1.53%</td> <td>0.45%</td> <td>0.44%</td> </tr> <tr> <td>Permanent</td> <td>0%</td> <td>0%</td> <td>0%</td> </tr> </tbody> </table>					2017	2018	2019	Fixed term	1.53%	0.45%	0.44%	Permanent	0%	0%	0%	<ul style="list-style-type: none"> Overall data for fixed term exclusions will continue to be below the national average of 1.4% as a trend.
	2017	2018	2019														
Fixed term	1.53%	0.45%	0.44%														
Permanent	0%	0%	0%														
F	<p>Disadvantaged pupils will have access to a wide range of experiences, therefore increasing their cultural capital.</p>				<ul style="list-style-type: none"> There will be no gap in the percentage of disadvantaged and non-disadvantaged pupils attending extra-curricular clubs. All disadvantaged pupils will attend curriculum visits. 												

Pupil Premium Strategy Statement 2020 - 2021

Desired outcome	Action and intended outcomes	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
<p>A SDP – Quality of Education 1.3 and 1.5</p>	<p>High quality teaching continues across all year groups ensuring that all staff have high expectations of disadvantaged pupils.</p> <p>Y6 targeted intervention through additional teacher in order to close the attainment gap in Y6 for disadvantaged pupils in reading, writing and maths.</p> <p>TAs deliver targeted intervention in groups based on need.</p> <p>Y2 targeted intervention through additional teacher.</p>	<p>Quality First Teaching ensures that all pupils have access to a high quality, differentiated and personalised curriculum. This will ensure that disadvantaged pupils receive appropriate differentiation and intervention.</p> <p>PPM encourage increased expectations of all vulnerable groups, particularly PP children. Research suggests that high expectations means a limit is not put on potential progress and pupils are more likely to exceed expectations. PP pupils will be targeted for discussion during pupil progress meetings.</p> <p>EEF – reducing class size +3</p> <p>By employing an additional teacher within Year 6, this will allow for smaller class sizes within Year 6. A range of approaches and the amount of attention that each student will receive will increase, improving outcomes for pupils.</p> <p>EEF- teaching assistants +1</p> <p>The impact of TAs is proven to be greater when delivering research based interventions. Specific gaps will be identified through data analysis and discussion between class teacher and SLT. Intervention groups will be set up that cover attainment gaps.</p>	<p>Learning walks</p> <p>Book scrutinies,</p> <p>Practice development model.</p> <p>Half-termly pupil progress meetings.</p> <p>Data analysis.</p>	<p>ED</p> <p>PC</p> <p>SM</p> <p>SJ</p> <p>CC</p>

Pupil Premium Strategy Statement 2020 - 2021

<p>B SDP link – Quality of Education 1.1 and 1.2</p>	<p>Purchase of additional phonics readers to supplement home reading.</p> <p>Additional TAs to deliver 60 second reads interventions to target PP pupils across KS1 and KS2 three times per week.</p> <p>Additional TA to deliver phonics provision for PP pupils three times per week.</p>	<p>EEF – phonics interventions +4 Moderate impact for very low cost. Reading comprehension +6 High impact for low cost.</p> <p>School assessments identify that gaps in early reading prevent PP pupils from achieving the expected standard and access to the wider curriculum. Quality phonics provision will enable pupils to access a wider variety of texts.</p> <p>Due to extensive school closures for Covid-19, pupils have not had access to quality texts to developmentally support their reading. Providing pupils with carefully matched phonic home readers will ensure that pupils are able to consolidate their phonics knowledge.</p>	<p>Termly tracking of reading assessment data for PP pupils. Half termly phonics assessment to be completed.</p> <p>Timetable of intervention to be put into place. Fortnightly reviews of progress with PP lead.</p> <p>Timetable of intervention to be put into place. Weekly reviews of progress with PP lead.</p> <p>Half-termly pupil progress meetings to ensure correct intervention is provided and adapted as needed.</p>	<p>ED</p> <p>SM</p> <p>SJ</p> <p>SW</p>
<p>C SDP link – Early Years provision 5.3 and 5.4</p>	<p>Early Talk Boost / Talk Boost intervention to be delivered across EYFS / KS1.</p> <p>KS2 Talk Boost to be delivered as a small group intervention.</p> <p>Stoke Speaks Out programmes delivered by Family Learning Lead.</p> <p>LA speech and language service to support early</p>	<p>Oral interventions +5 Moderate impact for very low cost.</p> <p>Nursery baselines have identified that pupils enter school with limited speech and language skills and low levels of vocabulary.</p> <p>There is a huge amount of evidence to prove that the vocabulary gap begins early, before children even attend school which is affected by socio-economic factors.</p> <p>The vital importance of talk and language development in the early years is clear.</p>	<p>Summative assessments to be completed at the end of the 10-week intervention. Comparison to baseline assessments.</p> <p>PPMs for EYFS will focus on attainment for speech and language.</p> <p>Learning walks / planning scrutinies to ensure the curriculum is vocabulary rich.</p>	<p>JH</p> <p>SH</p> <p>KM</p>

Pupil Premium Strategy Statement 2020 - 2021

	<p>identification of speech and language difficulties.</p> <p>Word of the day across EYFS to develop language acquisition.</p>			
<p>D SDP link – Behaviour and attitudes 2.2</p>	<p>EWO to work half a day per week with the SLO to monitor PP attendance and reported to PP lead to identify pupils at risk of struggling to return after closure.</p> <p>Attendance ambassadors for each class to promote good attendance.</p> <p>Use of Class Dojo to communicate attendance information to parents.</p> <p>Early Help in place for any families struggling with attendance.</p> <p>Individual plans for PA pupils including personalised rewards.</p>	<p>The links between attendance and achievement are strong. Pupils with persistent absence are less likely to attain at school and stay in education after the age of 16 years. The DFE report that the higher the overall absence rate, the lower the attainment at KS2.</p> <p>Attendance for PP pupils is historically lower than other pupils. Covid-19 will also have impacted on attendance. Children with attendance up to 95% have not always been targeted. However, they are missing lessons that could mean key concepts are missed or understood. Therefore, these pupils will be monitored by school and weekly EWO visits. These families will be invited to attendance clinics and targets put into place. During attendance clinics, any barriers will be identified and Early Helps will be offered if attendance is not able to be addressed.</p>	<p>Weekly monitoring of attendance percentages.</p> <p>Weekly monitoring of pupils below 90% and between 90-95% (potential PAs).</p> <p>Monthly attendance clinics – monitor attendance of pupils for impact.</p> <p>Half-termly attendance review with EWO, SLO and PP lead.</p> <p>Attendance to be discussed during half-termly pupil progress meetings.</p>	<p>SH</p> <p>AB</p> <p>ED</p>
<p>E SDP link – Behaviour and attitudes – 2.1</p>	<p>Targeted behaviour and mental health interventions based on monitoring of behaviour on a weekly basis.</p> <p>School Counsellor – one day per week working intensively for six weeks with identified pupils.</p>	<p>Behaviour interventions +3 Moderate impact for moderate cost.</p> <p>Social and emotional learning +4 Moderate impact for moderate cost.</p> <p>Parenting support +3 Moderate impact for moderate cost.</p> <p>We recognise the importance of positive mental health within our setting. This extends to our pupils and their families. We</p>	<p>Weekly monitoring of behaviour data – whole school and class.</p> <p>Learning walks / observations.</p> <p>Termly impact reports from the school counsellor.</p> <p>School counsellor weekly meetings with SLO / BMC.</p>	<p>LJ</p> <p>SM</p> <p>Younger Minds</p>

Pupil Premium Strategy Statement 2020 - 2021

	<p>Parenting support through family learning and SPARKLES programme – virtual sessions to be offered.</p> <p>MHST interventions – referrals and support for school / families.</p> <p>Early Help support for identified families.</p>	<p>recognise that children flourish where they feel safe, secure and happy and are safe from emotional and physical harm.</p>	<p>SPARKLES programme supervision sessions.</p> <p>Data tracking for Early Help intervention.</p>	<p>KM</p> <p>LJ</p> <p>SH</p>
<p>F SDP link – Personal Development – 3.1 and 3.2</p>	<p>Funding to support high quality educational trips and visits.</p> <p>Funding to attend a variety of extra-curricular clubs.</p> <p>Funding for additional uniform.</p> <p>Funding for internet access / devices at home.</p>	<p>Arts participation +2 Low impact for low cost</p> <p>Sports participation +2 Low impact for moderate cost</p> <p>School uniform 0 Low or no impact for very low cost</p> <p>The school understands that there is an imbalance in access to resources for students who are from disadvantaged lower income backgrounds. We aim to use pupil premium is to reduce the gap in access to opportunities so that disadvantaged students achieve at the same progress as other students nationally.</p> <p>Our aim is to expose disadvantaged children to cultural experiences and background knowledge that will equip them with cultural knowledge to progress them further in their education, careers and social development.</p>	<p>Termly report to show which pupils are accessing visits and trips.</p>	<p>DB</p> <p>ED</p> <p>JF</p>