

Pupil premium strategy statement 2020-21



1. Summary information

School	Hall Meadow				
Academic Year	2020/21	Total PP budget	£6725	Date of most recent PP Review	
Total number of pupils	205	Number of pupils eligible for PP	6 (Sept 20) in 2 PP+ 8 March 21 inc: 2 PP+	Date for next internal review of this strategy	

2. Current attainment

Year 2 Outcomes 2019/20

2 pupils	Pupil Premium	School – All Children	National (FFT)
% meeting expected in reading	No data available due to COVID 19		
% meeting expected in writing			
% meeting expected in maths			

Year 6 Outcomes 2018 -19

3 pupils	Pupil Premium	School – All Children	National
% meeting expected in Reading, Writing and Maths (combined)	No data available due to COVID 19		
% meeting expected in reading			
% meeting expected in writing			
% meeting expected in maths			

3. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

A.	Poor oral language skills including comprehension and limited expressive vocabulary
B.	Gaps in number knowledge
C.	Lack of experiences to enhance curriculum and inspire pupils beyond the classroom
D.	Lack of resilience and self-regulation skills

External barriers *(issues which also require action outside school, such as low attendance rates)*

E	Family dynamics including lack of finances within the home
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4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Increase language skills inc: oral and written vocabulary, comprehension and expressive	Children to make at least expected progress in both reading and writing.
B.	Close the gap in number	Children to make at least expected progress in maths
C.	Enhance curriculum through a range of experiences.	Children to attend school trips and have experiences outside of the curriculum including opportunities to attend sports club.
D.	To develop stronger resilience and skills to self-regulate	Decrease in the time spent in crisis mode after any potential issues. Increase in self-motivation and perseverance.

5.

Academic year	2020/21
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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.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Increase language skills inc: oral and written vocabulary, comprehension and expressive	<ul style="list-style-type: none"> Increased opportunities for reading through who class texts, modelled reading and modelled texts. Additional focussed reading sessions inc: 1:1 daily reading for some children, book talk interventions. Provide opportunities for children to expand their vocabulary through speaking, listening and writing activities. 	<p>Our excellent KS2 results show that modelling and focused reading increases attainment and progress in all children. This needs to be developed throughout the school especially with those who we acknowledge have limited reading experiences and skills.</p> <p>The EEF suggests that strategies should be described and modelled before pupils practise these strategies and receive feedback. This should reduce as the children mature and take responsibility for their own learning.</p> <p>Fluent reading supports comprehension because pupils' cognitive resources are freed from focusing on work recognition and can be directed towards comprehending the text.</p>	<p>Ensure timetables have at least adequate sessions for the teaching of reading.</p> <p>Ensure English planning is structured and includes modelled texts.</p> <p>TA's to be timetabled accordingly to ensure availability to be in all English/Maths sessions and to support the teaching of misconceptions and specific intervention programmes.</p> <p>English lead to monitor books/planning through a triangulation of book looks, assessment and observations.</p>	English Lead / PP lead	<p>Regular monitoring including triangulation of book looks, assessment and observations.</p> <p>Update March 2021 Further TA support to ensure all classes have at least morning support from 8/3/21</p> <p>School investment in reading books</p>

	<ul style="list-style-type: none"> • Teaching Assistant support in all classes for English and Maths • Seek professional advice for specific needs when necessary. 	<p>They also suggest that purposeful speaking and listening activities support the development of pupils' language capability and provides a foundation for thinking and communication. Effective writers use a number of strategies including the above to support the writing process.</p> <p>Additional support in class allow for the effective principles of teaching that are evidence-based to be implemented more effectively including feedback and small group work.</p>			CPD to enhance reading with class teachers and TAs
Close the gap in number	<ul style="list-style-type: none"> • Use of concrete objects to support number work. • Embrace the 'Concrete, Pictorial, Abstract' philosophy in the teaching of maths • Teaching Assistant support in all classes for English and Maths 	<p>Concrete materials have been proven to support the building of early maths skills. They should act as a scaffold that can be removed once independence is achieved.</p> <p>Additional support in class allow for the effective principles of teaching that are evidence-based to be implemented more effectively including feedback and small group work.</p>	<p>Ensure Maths planning is structured and includes the use of a range of modelled strategies based on concrete, pictorial and abstract. TA's to be timetabled accordingly to ensure availability to be in all English/Maths sessions and to support the teaching of misconceptions and specific intervention programmes. Maths lead to monitor books/planning through a triangulation of book looks, assessment and observations.</p>	Maths Lead / PP lead	<p>Regular monitoring including triangulation of book looks, assessment and observations.</p> <p>UPDATE MARCH 2021 Maths to be further enhanced through the introduction of power maths</p> <p>Further TA support to ensure all classes have at least morning support from 8/3/21</p>
Total budgeted cost					£3420

ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Increase reading outcomes for PP children inc: developing a love for reading.	Specific reading interventions inc: Book Talk, programme and daily 1:1 reading – where applicable	<p>Comparative findings indicate that, on average, reading comprehension approaches appear to be more effective than Phonics or Oral language approaches for upper primary and secondary pupils, for both short-term and long-term impact.</p> <p>The EEF Strategy states: <i>There is a strong and consistent body of evidence demonstrating the benefit of one to one or small group tutoring using structured interventions for children who are struggling with literacy.</i></p> <p>The EEF discusses the impact of TA's The area of research showing the strongest evidence for TAs having a positive impact on pupil attainment focuses on their role in delivering structured interventions in one-to-one or small group settings.</p>	<p>Ensure teachers have the skills to choose the right children for the right intervention.</p> <p>Monitoring the types of intervention, resources used and the impact these have on the pupils.</p> <p>Use data from termly Star tests and PIRA assessments to understand progress.</p>	English lead / PP lead	<p>Regular monitoring and discussion with teachers including termly analysis of progress in reading.</p> <p>School investment in reading books</p> <p>CPD to enhance reading with class teachers and TAs</p>

Increase engagement in class	Timetabled slots for supporting children with misconceptions or pre-teaching which they may not get support in at home or arising from gaps in learning.	<p>The idea of pre-teaching elements is to anticipate misconceptions and identify the children who may need extra support prior to the lesson.</p> <p>Tackling misconceptions is important to ensure gaps in knowledge and skills are closed and children can progress within the lesson leading to high levels of engagement within the class.</p> <p>One of the recommendations in the recent EEF report Improving Mathematics at Key Stages 2 & 3 is to tackle misconceptions head-on, and not to side-step them but exploit them as formative assessment opportunities in order to help pupils “develop richer and more robust conceptions”.</p>	Timetabled time for all TA’s to either lead groups or enable teachers the opportunity to work with these children.	PP Lead	<p>Regular monitoring and discussion with teachers including termly analysis of progress in reading.</p> <p>Update March 2021 Linked to marking scheme and expectations of TAs</p> <p>Additional TA’s in all class room</p> <p>Additional funding used to support TA in Y5/6</p>
Total budgeted cost					Included in above
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Enhance curriculum through a range of experiences.	<ul style="list-style-type: none"> Children have a personal budget to enable them to participate in clubs and trips. (£150) All PP children to be offered a free place at sporting club 	<p>School can offer safe experiences for children to enhance the curriculum but also to enable children to have opportunities that could inspire, ignite and increase engagement in learning.</p> <p><i>‘Effective use of LOtC can be used to improve and demonstrate the quality of teaching within your school. LOtC can impact positively on the quality of teaching across all subject areas, including core skills such as reading, writing, communication and mathematics. LOtC is also extremely effective in engaging pupils with different needs and learning styles, especially young</i></p>	Ensure identification of PP children. Provide opportunities tailored to suit the areas learnt in the classroom as well as those of interest to pupils. Monitor the expenditure of personal and school budget for PP children.	PP Lead	<p>Collate numbers of trips/experiences PP children engage in.</p> <p>UPDATE MARCH 2021 4/6 FSM + 2 PP+ participating in either Dodgeball or Gymnastics</p>

		<i>people who learn best through doing.' LOTC – The OFSTED Perspective</i>			
To develop stronger resilience and skills to self-regulate	<ul style="list-style-type: none"> For the Wellbeing lead to support children to improve children's resilience and self-regulations skills through a range of programmes inc: protective behaviours, zones of regulation. 	The EEF state that the Public Policy Institute of Wales's report argues that work on social and emotional learning should be 'viewed as lying at the core of effective teaching and learning and integrated with the wider policies of the school.'	SDQ's analysed to show increase in social and emotional development and/orr 3 houses	Well-being lead	SDQ's and/or 3 houses to be completed termly. UPDATE MARCH 2021 Well being lead working with 4 FSM and 2 PP+ children using various programmes according to need. Updates recorded on My Concern
				Total budgeted cost	£900 – vouchers £855 – sports clubs £1647 – Family Support Worker
Additional Comments – Updates March 2021 2 new PP(FSM) joined Nov 21 5/6 FSM attended school during Jan-March lockdown 1 PP+ attended school during Jan-March lockdown					

6. Review of expenditure

Nature of support 2019/2020 – Pupil Premium Fund Actions

Focus	What this does	Intended outcomes	Targeted Pupils	New or continued	Cost To the school	Monitored by
<p>(1) For the Wellbeing lead to support children within the classroom to improve children's self-confidence. For all staff to be trained in the 'Zones of Regulation' programme.</p> <p>The EEF state that the Public Policy Institute of Wales's report argues that work on social and emotional learning should be 'viewed as lying at the core of effective teaching and learning and integrated with the wider policies of the school.'</p> <p>(This supports barrier priority 1)</p>	<p>This helps support all children across the school and ensures that self-confidence and self-belief are high. It helps to support all children to develop a growth mindset approach.</p> <p>Staff will be trained in the 'Zones of Regulation' approach to self-regulation through staff training sessions and this will be used across the school, at differing levels, for all pupils. The Wellbeing lead will work with children in the classroom to support self-regulation and enable children to develop an understanding of self and the barriers to high self-confidence. PP children will be actively supported to self-regulate where necessary.</p> <p>The Challenge the GAP programme will provide us with advice so that we can make decisions about works well in terms of raising academic attainment for PP children as well as Non PP children. This is brokered by InMAT.</p>	<p>To raise self-confidence and self-belief in disadvantaged pupils</p> <p>To increase self-regulation awareness for staff and in disadvantaged pupils</p> <p>Evaluation Wellbeing lead supported children and the DSL to upskill the children with using various self-regulation techniques to support them in a variety of situations. Unfortunately, much of this work was hindered due to COVID 19 forcing the reduction in face to face teaching for the majority of our pupils. During 'lockdown' she made regular contact with the vulnerable children and their families and was able to offer socially distanced support to those children of key workers and those returning to school in June. Alongside this, she supported families who needed to prepare for a return to school post lockdown.</p>	<p>All year groups but with a particular focus on the PP children.</p>	<p>New</p>	<p>£2800</p> <p>£1050</p>	<p>HT/PP lead</p>
<p>(2) For class teachers and support staff to support children, through Quality First Teaching, within the outdoor learning environment and the classroom in order to develop their skills of resilience.</p> <p>(3) Metacognition strategies will be developed alongside this, so that children learn about how to learn alongside the lesson learning that they are taking part in.</p> <p>The EEF toolkit states that Metacognition have consistently high levels of impact – with children making on average 7 months additional progress.</p> <p>(This supports barrier priority 2)</p>	<p>This helps support all children across the school and ensures that children's social and academic resilience levels are improving.</p> <p>(Lunchtime staff will be trained in strategies to support children during lunchtimes)</p> <p>Teachers and support staff understand the processes of Metacognition and how it can be used in the classroom to support learning.</p>	<p>To increase pupils' self-confidence and their ability to resolve conflicts so that learning is not disrupted. (Success Centre)</p> <p>To increase children's resilience by building their executive functioning through the strengthening of the prefrontal cortex. (Mindfulness, opportunities for creative play and board games-Success Centre)</p> <p>To impact on Reading, Writing and Maths achievement (attainment and progress)</p> <p>Research time and working together time to plan for metacognition within the learning environment.</p> <p>Evaluation After a great start to the school year, quality first</p>	<p>All year groups but with a particular focus on the PP children.</p>	<p>New</p>	<p>£2600</p>	<p>HT/PP lead</p>

		<p>teaching was used as the baseline for remote learning with teachers setting a range of tasks to be completed in the home. This was replicated in school for those able to access in school learning as lockdown eased.</p> <p>Regularly contact was maintained with all families throughout this period.</p>				
<p>(4) For class teachers and support staff to directly teach new vocabulary through PIXL vocabulary therapies in order to increase children's spoken vocabulary and understanding of text</p> <p>(This supports barrier priority 3)</p>	<p>This helps to support all children across the school to improve their spoken vocabulary and their ability to understand and comprehend meaning in text.</p> <p>Vocabulary development using PIXL vocabulary therapies</p>	<p>To increase the spoken vocabulary and the understanding of written vocabulary for disadvantaged pupils.</p> <p>For PP children to reach the targets set out below for reading, writing and maths for expected (exp) and greater depth (GDS)</p> <p>Evaluation Unfortunately, much of this work was hindered due to COVID 19 forcing the reduction in face to face teaching for the majority of our pupils. PiXL is not designed to be taught away from the school however families were signposted to additional online tools such as BBC schools and Oak Academy.</p>	<p>All year groups from but with a particular focus on the PP children</p>	<p>New</p>	<p>PIXL £1430</p>	<p>HT/PP Lead</p>

7. Additional detail

With such small numbers of children entitled to pupil premium, data outcomes can vary greatly and therefore a better measure is to look at the gap based on the number of children when doing this the gap between pupil premium and non-pupil premium is much closer.