

Pupil Premium Strategy Statement – Collaton St Mary Primary School

1. Summary information					
School	Collaton St Mary C of E Primary School				
Academic Year	2020 - 2021	Total PP budget	£55,145	Date of most recent PP Review	10.6.21
Total number of pupils	216	Number of pupils eligible for PP (17.6%)	38	Date for next internal review of this strategy	June 2021

Current attainment	
Achievement Criteria Based from last official 2019 data	<i>Pupils eligible for PP (Collaton)</i>
% achieving the expected standard or above in reading, writing & maths end of KS2	75% (3/4)
% achieving expected standard or above in reading at end of KS2	100% (4/4)
% achieving expected standard or above in writing at end of KS2	100% (4/4)
% achieving expected standard or above in SPAG at end of KS2	100% (4/4)
% achieving expected standard or above in maths at end of KS2	75% (3/4)
% achieving expected standard or above in reading at end of KS1	83% (5/6)
% achieving expected standard or above in writing at end of KS1	83% (5/6)
% achieving expected standard or above in maths at end of KS1	83% (5/6)
% pass the phonic screening test in Y1	50% (3/6)
% achieving a Good Level of Development at the end of EYFS	57% (4/7)

2. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Under developed language skills impede disadvantaged children’s access to the curriculum and independent learning strategies
B.	Some PP children require emotional, social and mental health support to enable them to be ready to learn successfully.
C.	All staff need support with identifying attainment gaps in PP children and have the knowledge to take action to close the gap quickly and effectively.
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
D.	Low aspirations of child and family leading to lack of support at home.
E.	Disruption and trauma for children who have vulnerable home lives – leading to poor behaviour
F.	Our PP children can be disadvantaged by family’s lack of education and ability to engage with other services
G.	Poor attendance and punctuality of children in receipt of PP

3. Desired outcomes (<i>Desired outcomes and how they will</i>)		Success criteria
<p>A.</p>	<p>Under developed language, vocabulary and phonetic knowledge impede disadvantaged children's access to the curriculum and independent learning strategies.</p> <p>Specifically addressing gaps at:</p> <ul style="list-style-type: none"> - Disadvantaged boys at KS1 - Disadvantaged boys at Year 1 Phonics 	<p>The development of language and vocabulary is essential for all children throughout the school. Narrowing the vocabulary gap will ensure that knowledge across the curriculum can be developed.</p> <ul style="list-style-type: none"> • PP pupils in EYFS will be in line or exceed 'other' pupils in reaching their Early Learning Goals • PP pupils will achieve in line or greater of 'other' pupils at the end of Year 1 phonics screening, especially in addressing the boy/girl gap. • PP pupils will reach or exceed the expected standard in reading at KS1, making value added from their EYFS baseline. • PP pupils will meet their expected progress targets at the end of KS2 in reading, writing and maths. • All pupils can access and make exceptional progress through the Curriculum for Excellence.
<p>B.</p>	<p>Some PP children require emotional, social and mental health support to enable them to be ready to learn successfully.</p>	<ul style="list-style-type: none"> • The school will work closely with the families of PP pupils to identify the needs for pastoral support. • PP Pupils will receive the pastoral support they need in school to support removing a barrier for learning. • Staff will embed opportunities for well-being through the curriculum.
<p>C.</p>	<p>All staff need support with identifying attainment gaps in PP children and have the knowledge to take action to close the gap quickly and effectively.</p>	<ul style="list-style-type: none"> • Staff will be confident in analysing pupil attainment, specifically towards PP pupils • Staff will effectively deploy support staff in targeted strategies for PP progress

4. Planned expenditure						
Academic year	2020 - 2021					
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 implemen	Planned Expendi ture
<ul style="list-style-type: none"> A curriculum for Excellence is implemented effectively which enables all pupils to make excellent progress – Quality first-hand teaching 	<ul style="list-style-type: none"> Support from curriculum consultant in the implementation of 'A Curriculum for Excellence' 	<ul style="list-style-type: none"> Meta-cognition and self-regulation (high impact +8) Feedback +8 months 	<ul style="list-style-type: none"> Curriculum consultant will work with school leaders and staff in developing their understanding of implementing the curriculum intent. Curriculum consultant will measure impact through monitoring enquiries and provide feedback on the implementation of the curriculum 	BNS, NP, LJ, NH	Termly during Monitoring Enquiries	£4790
<ul style="list-style-type: none"> Staff to develop strategies for all pupils to access the curriculum through first-hand quality teaching 	<ul style="list-style-type: none"> Education psychologist will support staff with strategies for individual pupils in the whole-class setting 	<ul style="list-style-type: none"> Within class attainment grouping and strategies (+3 months) 	<ul style="list-style-type: none"> Staff will work with the Education Psychologist to identify pupils and strategies to further meet their learning needs within the classroom 	NP, GB, KA	Termly	£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?	Planned Expenditure
<ul style="list-style-type: none"> Pupils receive targeted interventions through the use of support staff, addressing gaps in learning 	<ul style="list-style-type: none"> Support staff will assistance in delivering interventions, or releasing teachers to work with targeted pupils – pre-teaching and precision teaching 	<ul style="list-style-type: none"> 1:1 tuition (+5 months) Small group tuition (+4 months) Teaching assistants (+1 month) 	<ul style="list-style-type: none"> Progress meetings and flight paths half termly with a focus on PP children and their progress across the curriculum and their current needs Staff will plan for bespoke interventions, targeted at the pupil's need of learning. Support staff to receive training on effective intervention delivery 	GB, NP, BNS, MB	Half-termly during progress meetings	£28512
<ul style="list-style-type: none"> Through pastoral support, pupils' emotional well-being will improve which removes a barrier to accessing learning 	<ul style="list-style-type: none"> Pastoral leads will meet with pupils on a regular basis to discuss emotional needs and work with the family. 	<ul style="list-style-type: none"> Social and emotional learning (+4 months) Parental engagement (+3 months) 	<ul style="list-style-type: none"> Pastoral leads will liaise with the SLT and staff to identify who needs pastoral support Pastoral leads will build a close relationship with pupils and families to build trust and a sense of belonging. 	GB, NP, LR, LR	Weekly update on pupils. Half-termly review of impact	£9838

<ul style="list-style-type: none"> Pupils who need further support reading, writing and spelling will access an intervention to support this 	<ul style="list-style-type: none"> Subscription of Nessy 	<ul style="list-style-type: none"> Digital technology (+4 months) 1:1 tuition (+5 months) 	<ul style="list-style-type: none"> Pupils will be identified as needing additional support in reading, writing and spelling. Time allocation each will day will ensure pupils access the intervention everyday. Progress will be measured through the online assessment 	GB	Half-termly	£650
<ul style="list-style-type: none"> Trust-wide PP schemes will develop a love for learning across the curriculum 	<ul style="list-style-type: none"> Trust subject leads to lead PP workshops across the trust 	<ul style="list-style-type: none"> Small group tuition (+4 months) 	<ul style="list-style-type: none"> PP pupils will be identified by schools to take part in workshop Workshops will aim to extend the pupil's learning beyond current levels – aiming to be aspirational 	Subject leaders	Half termly	£800

iii. **Wider School Strategies**

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?	Planned Expenditure
<ul style="list-style-type: none"> Pupils will develop a love reading through reading appropriate levels and gain points for quiz incentives. 	<ul style="list-style-type: none"> Subscription to Accelerated Reader 	<ul style="list-style-type: none"> Reading comprehension strategies (+6 months) 	<ul style="list-style-type: none"> Pupils will start Accelerated Reader as soon as their reading ability allows – After Stage 10. Staff will use assessment tools to identify appropriate reading levels to encourage reading confidence Pupils' achievements will be celebrated with reading milestones 	MB, LJ, BNS	Half-termly	£3944

<ul style="list-style-type: none"> Pupils, particularly in KS1, will learn phonics through a consistent approach where the scheme and reading books closely align 	<ul style="list-style-type: none"> Purchasing of new reading books which align with letters and sounds 	<ul style="list-style-type: none"> Phonics (+4 months) 	<ul style="list-style-type: none"> Books will be identified which work alongside the letters and sounds scheme for phonics. Books will be organised into sub phases which explicitly link sounds to reading books. 	NP, LC, BNS, LJ	Half-termly	£2100
iv. Other approaches						
<ul style="list-style-type: none"> Desired outcome 	<ul style="list-style-type: none"> Chosen action / approach 	<ul style="list-style-type: none"> What is the evidence and rationale for this choice? 	<ul style="list-style-type: none"> How will you ensure it is implemented well? 	Staff lead	When will you review implementation?	Planned Expenditure
<ul style="list-style-type: none"> PP pupils will start the day having had a good breakfast to prepare them for learning 	<ul style="list-style-type: none"> PP invited into breakfast club free of charge 	<ul style="list-style-type: none"> Teaching assistant (+1 month) Pupils will naturally be better prepared to learning having had breakfast 	<ul style="list-style-type: none"> All PP pupils will be offered a free-of-charge breakfast club position where they will be entitled to a free breakfast. 	JR, SW, BNS	Termly	£2970
Total budgeted cost					£55,145	

Review: Last year's aims and outcomes

****No official assessments were recorded for this year due full/partial school closure from March 2020 onwards****

Progress in Reading and Writing	Outcomes for disadvantaged pupils at the end of Key Stage 2 remained high. Identification of barriers and needs were identified to form the planning of targeted intervention. Before the lockdown, closing the vocabulary gap was prioritised through the development of reading and writing being immersed within the curriculum. This continued remotely during the partial school closures.
Progress in Mathematics	Pupils continued to make good progress in maths through the use of the White Rose scheme as a spine. Pre-teaching for disadvantaged pupils ensured that there was a shift in hierarchical statuses within the class, improving confidence and instant progress within the lessons. Personalised learning continued with disadvantaged pupils through remote learning.
Phonics	The teaching and assessing of phonics was prioritised for all pupils in Key Stage 1 before and during partial school closure. Additional resources were provided for those in need. Year 1 pupils were prioritised for full return in order to ensure early reading was progressed. Catch up interventions were immediately in place upon return.
To improve the behaviour and social/ emotional well-being of our most vulnerable PP children	Great successes with our pupils who required additional pastoral support. The small group and 1 to 1 interventions had great impact as noted by parents, carers and the virtual school. Our offer throughout lockdown meant that all PP children requiring a school place were offered one. This enabled us to continue with the social/emotional supports and interventions we had put in place earlier in the Year.