**Pupil premium strategy statement (primary)**

 **When putting the strategy together we recognise that not all children who are in receipt, or have been in receipt of Pupil Premium funding are disadvantaged. Similarly not all children who are disadvantaged are registered or qualify for Pupil Premium funding. We therefore use our funding to help support all children who need help.**

|  |
| --- |
| 1. **Summary information**
 |
| **School** | Puddletown First School |
| **Academic Year** | 2020/21 | **Total PP budget** | £28223 | **Date of most recent PP Review** | 28/2/2018 |
| **Total number of pupils** | 146 | **Number of pupils eligible for PP** | 19 | **Date for next internal review of this strategy** |  |

|  |
| --- |
| 1. **Current attainment**
 |
| This is using our predicted outcomes for Ks1 and 2 data gathered in Feb 2020 not actual data as this is unavailable due to lockdown – this is an average of all 4 classes NB – Ks 1 as a whole was higher than Ks2 | *Pupils eligible for PP (your school)* | *Pupils not eligible for PP (national average)*  |
| **% attaining ARE in reading – 85%** | 6/8 | % |
| **% attaining ARE in writing – 80%** (using both TA and No More Marking judgements) | 5/8 | % |
| **% attaining ARE in maths – 83%** | 5/8 | % |
| **% in YR achieving GLD – 63%** (not all YR children attended after reopening in June) | 1/9 |  |

|  |
| --- |
| 1. **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)* |
|  | Pupils readiness to engage in learning – their emotional state and anxieties hinder their ability to learn |
|  | The school lockdown experience highlighted the variance in levels of home support available to some children’s learning |
| **C.** | Where children are behind their peers in their learning |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* |
| **D.**  | Attendance for some pupils significantly impacts on school achievement both academically and in terms of healthAn engagement with parents to accept that their child may be experiencing emotional difficulties and need to accept a responsibility the accept and work to change behavioursEnsuring pupils have high ambition for themselves or see themselves as capable of consistent success – an unwillingness to work hard and strive for successEnsuring a healthy diet is available to all children- with a level of physical activityA disparity between our children’s out of school experiences (cultural capital) |
| 1. **Desired outcomes**
 |
|  | *Desired outcomes and how they will be measured* | *Success criteria*  |
|  | Children receive strong pastoral care ensuring that their emotional needs are well met.Identified parents to be invited to attend Trick Box parent sessions.How this will be measured1. Frequency in which learning is disrupted by emotional outbursts
2. Observation of identified children by key staff (classteacher, HT)
3. Discussion with parents
4. Involvement and advice from external agencies
5. Attendance and exclusion rates of pupils
 | 1. Children identified at risk of exclusion receive specialist support
2. Parents of children at risk of exclusion recognise the difficulties their child is experiencing and work with the school (we recognise that this should be a reciprocal arrangement)
3. Children at risk of exclusion remain in school and are able to thrive
4. Their peer’s learning is not disrupted
 |
|  | To ensure that pupils with disadvantage (economic, family, environmental) have access to a rich cultural experience, including experience of literatureHow this will be measured1. Ensuring identified pupils attend all planned visits
2. The number of additional experienced made available
3. Identified pupil’s engagement in afterschool activities (sometimes limited by bus transport)
4. Identified pupils access additional instrumental lessons
 | 1. All pupils attend all school visits including residential stays
2. All pupils wishing to undertake instrumental lessons are able to do so
3. All children identified as disadvantaged are taken on additional experiences – at least one per year
4. We are aware of the exposure to literature at home
 |
|  | Pupils identified as being below age related expectation for reading, writing or maths are provided with targeted support aimed at closing the gapHow this will be measured1. In school progress data
2. National assessment outcomes
3. Observed pupil engagement and confidence
 | 1. No learning gap is increased across a year
2. Identified pupils make better than expected progress
3. Identified pupils remain positive about school
 |
|  | All pupil attendance is at least 90% and where it is below 95% it is carefully tracked – this will be dependent upon the impact of Covid-19 How this will be measured1. ½ termly attendance reviews
2. Engagement with LA Inclusion team
 | 1. All attendance is tracked and poor attendance (below 90%) is identified and action taken/support provided when appropriate
2. LA inclusion team and DASP attendance panel is used when appropriate
 |

|  |
| --- |
| 1. **Planned expenditure**
 |
| **Academic year** |  |
| 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.  |
| 1. **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?** |
| To ensure that all children experience a broad curricular experience that is well delivered | All subject leaders have regular release time to audit the curriculum and ensure that intended end points are appropriate. SL will undertake learning walks, pupil interviews and work scrutiny | We have had a key focus on writing across the curriculum and working to close the gender gap. This will continue but we recognise that not all children have a broad range of learning experiences at home and that school must ensure that all children have this. It is a cultural right for all children but also helps to raise the aspirations of children | The headteacher will ensure that SLs have planned release time by covering the classes across the school (Tuesday pms)Development of the curriculum is in the SDP and teacher pm | DH and SL |  |
|  |  |  |  |  |  |
| **Total budgeted cost** |  |
| 1. **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?** |
| Pupils achieve an ARE in English with a specific focus on acquisition of good CLL in EYFS and Phonics in EYFS, Y1 and Y2Ensuring that pupils in KS2 remain on track for an ARE (English and maths) at the end of KS2 identifying dips in progress from prior attainment, ensuring that support or intervention is in place. | We ensure that all classes have a full time TA. This provides each class with the capacity to operate a timely and agile response to identified pupil’s misunderstandings or learning gaps. PP funding enables us to have TA provision in every class in the afternoons and not just the mornings – the catch up groups operate in the afternoons rather than within English and maths | The June return from lockdown highlighted the impact that prompt and relevant interventions in the pms could have upon pupils learning. Consequently we have halted our previously successful interventions of FFT and ECC as we wish to explore this approach which we believe will impact more directly on more pupils | During progress review meetings between the classteacher and the HT the progress of these identified pupils | Class teachers and HT | Summer 2021Allocation of £4000 from PP fund(additional funds from SEND allocation) |
| Pupils who are below there ARE have specific targeted support in English and maths using a classteacher designed support package – delivered by a specific additional TA with a structured time table | KS1 and KS2 will have a designated 0.5 TA. The classteachers within each KS will devise a timetable to support identified pupils with a planned programme of intervention | As a staff we feel that the ability to plan a specific and personal programme of intervention for targeted pupils will enable learning gaps to be addressed in the most timely way | During progress review meetings between the classteacher and the HT the progress of these identified pupils | Class teachers and HT | Summer 20211 TA role 16.25hrs a week - £95061 TA role 13 week - £7605 |
| Pupils who are identified as having emotional and behavioural difficulties are supported and provided with specific teaching to manage their responses more positively | We have provided one TA who has previously undertaken Trick Box training with 3 afternoons to work with identified pupils- they will be using a variety of resources such as Trick Box, the Trick Box Habit Wheel and I Can Problem Solve on direct teaching. They will also use social stories as appropriate. This is intended to be a regular programme of teaching as well as a dynamic and agile resource that can react to need  | Children’s emotional responses within school are a key driver in successful learning. Trick Box is a resource that is established across the school from reception to Y4. It is a well researched and carefully planned programme developed to provide pupils with tools to support emotional well being, the Habit Wheel is designed to support children break negative habits. I Can Problem Solve is a planned programme of study to help children find constructive solutions to situations that can lead to negative outcomes.By having a member of staff able to offer an intervention strategy for children at an early stage we hope to reduce the demands made upon EP and the BS services which are often unable to respond quickly due to high local demand  | ½ termly supervision meetings with the member of staff to discuss the work doneProgress review meetings with the classteacherAnalysing behaviour incidents and possible exclusions | CT, HT and assigned TA role | Summer 20211 TA role 6.75 hrs a week - £3948.75  |
| Families are supported in times of difficulty and the impact of these difficulties on the child is limited as far as possible | We have set up one afternoon per week of time for a designated TA to undertake the role of Family Support Worker. This will be to work with and support parents when working with other professionals, to sign post towards services and deliver parent workshops on family Trick Box | Having a member of staff who is not a senior leader will enable parents to be more forthcoming during a time of need. Similar roles within schools that are well developed have had a significant impact on families in need | ½ termly supervision meetings with the member of staff to discuss the work done | HT and designated staff | Summer 20211 TA role 2.25 hrs a week - £1316 |
| **Total budgeted cost** | £26375.75 |
| 1. **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?** |
| Support children with emotional needs through transition or in points of crisis – ie bereavement  | The school has well established routines for transition and pastoral care that meets the needs for most children. Where additional needs are identified the school has a trained ELSA TA who works 1 afternoon a week with identified children in addition to a Nurture trained TA – 1 pm a week (currently Covid restricted) | This has been established in school and has had a positive effect in restoring children’s readiness to engage in learning ad social play when events in school or outside of school have impacted upon their emotional well-being.ELSA is supported by the EP service Additional support for transition has ensured that children are able to pick up learning quickly when they arrive at school or change year group. | SENCO works with the ELSA and Nurture staff to ensure that the interventions are appropriate and have the desired impact – this is through identified assessment tools and in depth discussion | TA HT SENDCo |  |
| Ensure that all children have an equal opportunity to participate in school life | £1100 is set aside to pay for trips, uniform, afterschool clubs and music lessons for those in receipt of PPAll afterschool sports clubs are funded through Sports Premium and free to all. | Access to afterschool club enable parents to maximise their earning potential easing financial restrictions on family lifeAll children are able to take part in all activities offered by the school | Parents are made aware of the school’s offer. HT has discussions with parents where necessary. Some targeting of families takes place supported by the Family Partnership Zone workers | HT | £1100 |
| To support the children’s broader range of experiences (cultural capital). Targeted group of children identified as disadvantaged, which may include PP | The SEND/Inclusion lead will work with the HT to identify children who are at risk of limited cultural experiences.They will plan a set of events and ‘days out’ such as museum visits, theatre trips offered at zero cost | We need to ensure that all our children have as broad an experience of the world as possible to raise their horizons. It will also benefit language development, self esteem and well being | SENCO and HT will meet when Covid restrictions are lifted to identify the target children and plan a series of events across the year for the group – KS specific as we have a large number of PP in YR |  | £1000 |
| **Total budgeted cost** | **£28475.75** |

|  |
| --- |
| 1. **Review of expenditure**
 |
| **Previous Academic Year 2019/20** |  |
| This review takes into account the school closure for all pupils other that vulnerable pupils or key worker children from March to June and the partial school opening for YR, Y1 and key groups from June – July. Clearly this had a significant impact on our ability to deliver our Pupil Premium Strategy and will have meant some redirection of funds ie the support of meals to identified families**.**  |
| 1. **Quality of teaching for all**
 |
| **Desired outcome** | **Chosen action/approach** | **Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | **Lessons learned** (and whether you will continue with this approach) | **Cost****Budget****Actual** |
| To reduce the gender gap of underperforming boys in English  | Staff INSET was used to explore the work of Gary Wilson and Pie Corbett (PC). The English SL worked with PC in a series of INSETs and led staff INSET, all classes revisited Story Making and also have a ‘spine’ of core class reading books. GW presented at GTAT INSET and to parents. Identifying effective approaches and strategies to help boys succeed, in particular for literacy (reading) The school has reviewed and revised its approach to teaching spellingFFT recovery programme for English was provided to identified children | Using tracking data and in particular No More Marking outcomes the boys in all year groups out performed their peers nationally. This was also the case for PP children.Clearly this is only ½ a year of data due t lockdown and we are now undertaking further formative assessment of need following a full return to school.All planned INSET was delivered and staff awareness of the needs of the boys has been raisedA full assessment of the impact of FFT is not possible due to lockdown. However, the programme has a track record of success with the targeted pupil |  Using Nationally bench marked assessment information has given us a more accurate understanding of the overall performance of the boys in writing. We had planned to run at least one more No More Marking assessment Window in the Summer term to track progress. This will be implemented in 2020/21Following the partial return of schools in June with YR and Y1 we have identified that maintaining TA support in its designated Year groups in the afternoons has allowed teachers to react quickly to learning gaps and misunderstandings. Therefore in the Autumn term we will not be running FFT, despite its success, to allow us to react to a wider range of need.We will review this in Jan | NilCost £9825 to cover Part of this is met by the SEN income the school receives |
| 1. **Targeted support**
 |
| **Desired outcome** | **Chosen action/approach** | **Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | **Lessons learned** (and whether you will continue with this approach) | **Cost** |
| Pupils achieve an ARE in English with a specific focus on acquisition of good CLL in EYFS and Phonics in EYFS, Y1 and Y2Ensuring that pupils in KS2 remain on track for an ARE at the end of KS2 identifying dips in progress from prior attainment, ensuring that support or intervention is in place. | YR had TA support all day to ensure that appropriate intervention groups could receive direct teaching. Additional TA support was placed in YR to reflect the needs of the cohort. We also ensured that all classes had a TA for each morning. We teach English and maths as discrete lessons in the mornings across Ks1&2. This ensures that target groups can be identified and supported. In addition a team of 4 TAs were timetabled across Ks1 and 2 to run directed intervention and supported learning. Including programmes such as FFT reading recovery and Every Child Counts or teacher identified and planned interventions. | The staffing provision ensured that classteachers had the capacity to provide teaching and learning support for some groups of children. This resource was limited and did not meet all of the identified need.Due to the school closure it is not possible to fully assess the impact but in previous years pupil outcomes evidence indicated that this has been successful in helping the children to make good progress. | It was recognised that it was difficult to offer all the support that as a school we felt the range of children required. This led to a very ‘busy’ and at times micromanaged timetable. The experience of the YR and Y1 children who returned in June in small bubbles (15 children max) with a classteacher and TA highlighted that were provision can be matched quickly and with agility the impact can be significant.We have therefore increased the level of TA support in school to specifically meet SEN and vulnerable children within the 2020/21 budget.This will be further enhanced through the use of the Covid Cstch Up fund. | Within the FFT costs |
| Identified children with specific emotional and behavioural needs to be supported and provided with specific teaching to better manage their responses | We introduced ‘Trick Box’ and undertook facilitator training to share this with parents – funded through the Sports Premium. Using a designated TA we delivered a specific programme of additional support based on Trick Box for identified children across 3 afternoons. As a school we have adopted some principles from Paul Dix *When the Adults Change Everything Changes* | It was disappointing that lockdown curtailed this work and that identifying its impact is not possible. The children identified still exhibit significant need in their new class.We had hoped at the time of writing to have made an additional TA appointment to facilitate this again, we will do so asap. | 2 members of staff are beginning Trauma Informed Schools to develop this area of supportWe will continue with this as the EB needs of identified children are significant and require intervention to secure their ability to manage middle school transition and allow their peers to access the learning | £3300(3 TA pms per week) |
| Support children with home reading/learning tasks | An additional member of staff was funded for afterschool club – Monday – Thursday up to 5pm. Targeted children were invited to afterschool club where they were able to engage in play and social activities (in place of play dates etc) and undertake reading/home learning tasks | This was working well up to lockdown | Post lockdown to support our management of DfE guidance we have reduced the hours of our provision. This will be reviewed. | **Cost** £2420 **(over 1 yr)** |
| Support for PP parents with wrap around care. School will pay for elements of care to enable parents to work the hours needed | Places were offered at a discounted rate for parents as required over the academic year | All PP and service children had provision offered either at a discounted rate of free of charge | This will continue | £1000 |
| 1. **Other approaches**
 |
| **Desired outcome** | **Chosen action/approach** | **Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | **Lessons learned** (and whether you will continue with this approach) | **Cost** |
| Support children with emotional needs, well being and through transition | The school has well established routines for transition and pastoral care that meets the needs for most children. Where additional needs are identified the school has a trained ELSA TA who works 1 afternoon a week with identified children in addition to a Nurture trained TA – 1 pm a week | Whilst all this is in place Covid-19 meant that many of the established transition arrangements were not able to take place.YR and Y1 when they returned in June did have an effective transition, Y1 in particular were able to spend their return to school either in their new classroom setting and their new TA or in their old room with their new teacher.To ensure that Y4 were supported in transition beyond the provision from the Middle School all Y4 pupils returned to Puddletown First in September for a day before moving on.DH attended some INSET from Trauma Informed Schools before children returned – this was shared with all staff.Our new YR cohort were unable to spend any time in their new setting prior to Sept. Video messages and virtual school tours were provided. In September a staggered start of ½ the YR class was introduced for morning of afternoon sessions.Despite the difficulties of Covid-19 these measures ensured that transition was a effective as possible | The staggered YR start has been very effective, children who were identified as vulnerable in their EY settings have made a secure start in YR. This is something that we are considering for future years to run alongside previously effective routines | **Cost £4678**Part of this is met by the SEN income the school receives |
| Ensure that all children have an equal opportunity to participate in school life | £1100 is set aside to pay for trips, uniform, afterschool clubs and music lessons for those in receipt of PPAll afterschool sports clubs are funded through Sports Premium and free to all. | All children were able to attend activities and visits with cost not being a barrier | This will be even more important next year due to the financial strain some families are now under due to Covid-19 | £1100 |
| To support the children’s broader range of experiences (cultural capital). Targeted group of children identified as disadvantaged, which may include PP | The SEND/Inclusion lead will work with the HT to identify children who are at risk of limited cultural experiences.They will plan a set of events and ‘days out’ such as museum visits, theatre trips offered at zero cost | Due to the Covid-19 lockdown no trips or visits were undertaken | We will revisit this in 2020-21 | £1000 |
|  |  |  |  | £23323£18459 |

|  |
| --- |
| 1. **Additional detail**
 |
| The schools lockdown due to Covid 19 has meant elements of the fund was unspent, this has been identified nd will be used to fund the 2020/21 plan, however before committing this fund we are awaiting the final costs for providing food vouchers for all our PP families during this time as we were not able to join the Gov scheme for a considerable period of time due to IT and capacity issues on the behalf of the Gov provider. Instead we used a local DASP scheme and the LA scheme  |