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| 1. **Summary information** | | | | | |
| **School** | Pewithall School | | | | |
| **Academic Year** | 2020/2021 | **Total PP budget** | £39, 600 | **Date of most recent PP Review** | July2020 |
| **Total number of pupils** | 213 | **Number of pupils eligible for PP** | 30 | **Date for next internal review of this strategy** | July2021 |
| **Position Statement** | The pupils who are eligible for pupil premium funding are low in numbers in comparison with other groups. The majority of the small proportion of pupils from disadvantaged backgrounds do well compared with their disadvantaged peers nationally and locally; broadly, children at Pewithall School flourish with attainment often high compared to national and LA average especially with Early Learning Goals and the Year 1 Phonic Check. Although disadvantaged children make good, and sometimes very good, progress from their starting points, the challenge at Pewithall is to do better by reducing the gap in attainment with their non-disadvantaged peers. In particular our ambition is for a greater proportion of Pupil Premium pupils to attain the greater depth standard.  Our pupil premium funding supports pupils emotionally as well as academically. The main bulk of the spending is on pupils receiving intervention and support in class via adults. Our school TAs have access to the pupil’s individual programme of study and targets which help TAs to focus on key skills for improvement.  We have be using the EEF materials to help pupils achieve in Early Mathematics and literacy across school. | | | | |

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| 1. **Current attainment** | | | | | |
| The most recent data is from 2019 for school performance. | | | *Pupils eligible for PP (your school)* | | *Pupils not eligible for PP (national average)* |
| **% achieving expected standard or above in reading, writing & maths (or equivalent)** | | | **66.8 %** | | *80 %* |
| **Progress in reading (or equivalent)** | | | **+0.96** | | -0.18 |
| **Progress in writing (or equivalent)** | | | **+4.24** | | +0.86 |
| **Progress in maths (or equivalent)** | | | **+0.32** | | **-0.79** |
| 1. **Barriers to future attainment (for pupils eligible for PP)** | | | | | |
| **In-school barriers** *(issues to be addressed in school, such as poor oral language skills)* | | | | | |
|  | | Pupils have a reduced vocabulary in comparison with their peers. | | | |
|  | | Life experiences are not as extensive as with other pupils. | | | |
| **C.** | | Pupils are often not supported academically at home. | | | |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | | | | | |
| **D.** | | Family disengagement in the learning processes – reduced opportunities for home learning and curriculum enrichment.  During the lock down period some families struggled to provide education for their children, even though we provided work packs for children and access to online learning. Pupils, who were vulnerable as well as access pupil premium funding, came into school for support. | | | |
| 1. **Desired outcomes** *(Desired outcomes and how they will be measured)* | | | | **Success criteria** | |
|  | All children have better control of standard spoken English.  Children become better at asking appropriate questions and at the right times.  To be measured by national standardised testing, teacher assessment and observations. | | | All children achieve at least expected progress All children are more confident and engaged in lesson – asking appropriate questions to allow them to remain on task and learning. | |
|  | All pupils make minimum ‘expected’ progress in reading, writing and mathematics.  All PP pupils achieve progress outcomes comparable to non-PP pupils both locally and nationally (At end of KS).  To be measured by national standardised testing and our own internal progress tracking. | | | Children tracked using NFER testing to ensure progress outcomes are positive.  Progress score >0 across all three subjects. | |
|  | All pupils to be supported and championed by the class teaching assistant. Giving the pupils the opportunity to work with a designated adult who is trained to develop academic and social skills alike. | | | Pupils achieve the expected standard or beyond in RWM. | |
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| 1. **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 | | | | | | |
| 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?** |
| Pupils have quality time with trained adults | Trained TAs deliver focused intervention. | | Pupils receive well timed and useful intervention to facilitate achievement. | Monitoring of intervention by senior team including documentation. | DB/ ST | September 2020 |
| Raise pupil achievement RWM. | To support teaching staff with TAs. | | Sutton Trust materials- Quality First Teaching. | Lesson observation, book scrutiny and performance management. | DB | July 2021 |
| **Total budgeted cost** | | | | | | **34, 600** |
| 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?** |
| Raise pupil achievement RWM. | Staff training- Reasoning and Guided Reading. | | Sutton Trust materials- Quality First Teaching. | This will be monitored by senior leaders. | DB/ ST | July 2020 |
| To further improve the intervention delivery. | All staff to attend intervention training. | | Sutton Trust materials- Quality First Teaching. | The quality of intervention will be frequently monitored. | DB/ ST | July 2020 |
| **Total budgeted cost** | | | | | | **£2500** |
| 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?** |
| To improve outcomes for all PP Pupils. | Quality training for staff. | | Sutton Trust materials- Quality First Teaching. | All pupils with PP have a TA assigned to them to help progress. | DB/ ST | July 2020 |
| To improve extra-curricular provision | After school tutoring. | | Sutton Trust | PP. Pupils have access to tutors to improve their outcomes. | DB/ ST | July 2020 |
| **Total budgeted cost** | | | | | | **£2500** |

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| 1. **Review of expenditure** | | | | |
| **Previous Academic Year** | | **2019/ 2020** | | |
| 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** |
| P.P. pupils achieve the expected standard. | Further develop quality first intervention. | The majority of the pupils achieve the expected standard in each year group. | We will continue this line of curriculum enhancement for the PP Pupils as the interventions they have received have been huge benefit to them. Pupils have grown academically as well as socially as a result. | 22, 000 |
| PP. Pupils have access to quality adult support. | New staff employed to work with PP Pupils. | Pupils were supported by adults who helped nurture them socially raising their expectations and achievements. | This will continue as the key adults have been successfully trained and will continue to improve |
| 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** |
| To improve RWM outcomes. | One to One Tuition | Pupils achieved well in subjects making better than expected progress in Y6. | This will continue but pupils will be grouped for more focused support. | £2500 |
| To improve the GLD for PP Pupils. | Addition support for pupils in EYFS | The percentage of pupils achieving the GLD improved. | The pupils will continue to receive the support. |  |
| 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** |
| To provide pastoral support for pupils. | Assign each pupil with an adult. | Each pupil had an adult for social and moral support to help them talk through issues. | Pupils have received quality pastoral support which has really helped them to access the curriculum well. |  |
| To boost progress and achievement. | Booster groups and intervention. | Pupils received support to help them to progress given their starting point. | This was a success and pupils progressed well as a result. |  |

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| 1. **Additional detail** |
| In this section you can annex or refer to **additional** information which you have used to support the sections above.  The majority of the pupil premium funding, training costs aside, will be spent on TA intervention for pupils. We have calculated that this is 133 hours per child over the academic year. With the year being 38 weeks, we have calculated that this transfers to 3.25 hours a week per child. Each child has an individual plan of improvement which is regularly reviewed to help those pupils reach their targets.  The targets are both social and academic which match the need of the pupils for improvement. These can be viewed in the monitoring folder. |