

Great Tew Primary School

Pupil Premium Strategy Statement for 2020/21

Summary Information 2020-21					
Academic Year	2020-21	Total PP Budget	£5,380	Date of most recent PP review	April 2021
Total number of pupils	95	Number of pupils currently eligible for PP	5	Date for next internal review of this strategy	July 2021

Strategy Statement
<p>The overall aims of our pupil premium strategy are to:</p> <ul style="list-style-type: none"> • reduce the attainment gap between the school's disadvantaged pupils and others nationally • to raise the in-school attainment of both disadvantaged pupils and their peers • To ensure all children reach their potential • To support pupils with emotional and mental health needs

ATTAINMENT IN EYFS 2020– THIS IS SPECULATIVE DATA AS THE STATUTORY TESTING WAS CANCELLED – 0 PUPILS		
	Pupils eligible for pupil premium (PP)	Pupils not eligible for PP
% achieving Good Level of Development (GLD)	n/a	--

ATTAINMENT IN KS1 SATS 2020- THIS IS SPECULATIVE DATA AS THE STATUTORY TESTING WAS CANCELLED – 1 PUPIL		
	Pupils eligible for PP	Pupils not eligible for PP
% achieving expected standard or above in reading	Data withheld due to small number in this cohort	--
% achieving expected standard or above in writing		--
% achieving expected standard or above in maths		--

ATTAINMENT IN YEAR 1 PHONICS SCREENING CHECK THIS IS SPECULATIVE DATA AS THE STATUTORY TESTING WAS CANCELLED – 0 PUPILS

	Pupils eligible for PP	Pupils not eligible for PP	National average
% achieving expected standard in Y1 phonics check	n/a	--	--

ATTAINMENT IN KS2 SATS 2020- THIS IS SPECULATIVE DATA AS THE STATUTORY TESTING WAS CANCELLED – 1 PUPIL

	Pupils eligible for PP	Pupils not eligible for PP
% making expected standard in reading, writing and maths	Data withheld due to small number in this cohort	--
% making expected or better than expected progress in reading		--
% making expected or better than expected progress in writing		--
% making expected or better than expected progress in maths		--

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	Poor factual recall and retention of basic concepts in mathematics
B	Poor phonic knowledge and basic grammar and secretarial skills for writing

ADDITIONAL BARRIERS

External barriers

C	Lack of support with home learning
D	Inconsistent attendance
E	Long period of inconsistency and disrupted routines due to Covid-19; some pupils were well supported at home, others less so

INTENDED OUTCOMES

Specific outcomes

Success criteria

Specific outcomes	Success criteria	
A	Pupils make good progress in maths between September 2020 and July 2021	Pupils meet or exceed targets set for them in maths
B	Pupils make good or better progress in reading and writing from September 2020-July 2021	Pupils meet or exceed targets set for them
C	Pupils are supported with home learning tasks	Homework is being completed to an appropriate standard
D	Strategies are put in place to support good attendance at school	Attendance rates for these pupils are improving and higher than 2019-20
E	Focus on key skills of reading, writing and mathematics to miss for learning missed	Pupils supported to make rapid progress following missed learning

Planned expenditure for current academic year

ACADEMIC YEAR 2020-21					
Quality of teaching for all					
Intended outcome	Actions	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Improved mental fluency in mathematics	Quality first teaching with an emphasis on securing mental recall: Use of TT Rockstars and TT Marathon	This strategy will have positive benefits for all children and will support the development of active, engaged and resilient learners with the mental confidence to approach harder problems	Encourage parental support with this initiative through publication of a guide for parents Monitoring of developing fluency with baseline and end of year assessments Staff training in planning for developing mental fluency	LN	July 2021
Developing confidence in writing through focus on planning for progress in writing skills across a range of genres.	Quality first teaching with an emphasis on clear differentiation to support progress and enhanced opportunities for extended independent writing	Increased independent writing opportunities will support confidence and motivation of all children, including PPG	Regular monitoring of children's outcomes through whole school moderation – this will enable standards throughout the school to be monitored and will provide a forum for the sharing of good practice	SB/MR	July 2021
Developing teaching of spelling at KS2	Quality first teaching with a focus on differentiated teaching and application of spelling	Teaching of spelling rules and the application of these rules will equip children with the skills to tackle spelling unfamiliar words without over-reliance on word lists and testing	Whole staff inset in teaching of spelling Monitoring of teaching of spelling by subject lead	SB/MR	July 2021
Total budgeted cost:					£500

Targeted support					
Intended outcome	Action	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Raised progress of identified KS2 children through targeted 1:1 support	Weekly 1:1 support from TA, focusing on core maths and writing skills (£1170)	Providing supporting for individual pupils targeted to their specific need/s to raise confidence and boost progress	Close monitoring by class teacher, to ensure support is closely targeted	LM	July 2021
Raised progress of children in KS2 through small group intervention	Small group intervention for selected children, focusing on core maths and writing skills (£780)	Providing targeted support to close gaps in learning	Close monitoring by class teacher, to ensure support is closely targeted	LM	July 2021
Raised confidence and engagement of selected KS1 & KS2 pupils	Weekly Spirals Group (£390)	Spirals is an intervention used successfully with many pupils in the past	TAs delivering the intervention have been trained in its use	SB	July 2021
Increased confidence, motivation and independence	Nurture group and one-to-one sessions delivered by PSA £390	These groups have been very successful in the past, with a clear impact on self esteem and motivation	PSA working closely with class teachers to identify specific need Twice termly catch up meeting with LM to discuss individual children	AM	July 2021
Increased parental engagement and capacity to work with school	Family support from Pastoral Support Adviser including support with Team Around the Family meetings (£780)	Proven evidence of the benefits of a positive relationship between home and school , ensuring optimum attendance and reducing social and emotional barriers to learning	PSA working closely with HT to carefully target support Twice termly catch up meeting with LM to discuss individual families and children	AM	July 2021
Improved basic number skills and understanding of mathematical concepts in target pupils	Plus One/Power of Two interventions for selected children £570	Plus 1/Power of 2 is a tried and tested intervention with proven success in raising outcomes	TAs delivering the intervention will be trained by the HT	LM	July 2021 Post intervention
Total budgeted cost:					£4,080

Other approaches					
Intended outcome	Action	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Relieve financial pressure of burden of purchasing uniform	Good quality uniform provided via second-hand supply Vouchers for school shoes obtained via Thrive £100	Families on low income may find it difficult to afford these items – wearing smart uniform increases sense of belonging	Needs identified by PSA	AM	July 2021
Ensure equality of opportunity for all with regard to extra-curricular activities	Free places in all clubs offered to PP pupils Parents of PP pupils not expected to pay for clubs or activities £500	Pupils benefit socially from attendance at clubs and participation in activities without a financial burden placed on parents Parents are supported to work through before and after school provision	Needs identified by PSA in conjunction with class teacher and HT LM to encourage parents to enlist their children in appropriate clubs to support social inclusion	AM LM	July 2021
Ensure additional learning needs of PP children are swiftly and accurately identified	Employ SNAST for 3 days per year to support SENDCo with identification of learning needs and developing appropriate support £1370/6 = £230	SNAST is able to carry out a range of diagnostic testing and offer specialist advice regarding support and intervention	SNAST will produce reports of all children who undergo testing	SB	July 2021
Total budgeted cost:					£830

Total PPG expected 2020-21	£5,380
Total PPG expenditure	£5,410
PPG remaining	-£30