

Saxilby Church of England Primary School – Pupil Premium Strategy Report March 2021

Updated 2020-2021 Plan

Summary information Academic Year: 2020-2021			
Deprivation / FSM /EVER 6	Service Premium	LAC/POST LAC	EY Premium
38 x £1300 = £55, 000	5 x £300 = £1500	2x £2,300 = £4600	3 x £300 = £900
B/F = £24,316	B/F = £8897	B/F = £0	B/F = £23
TOTAL = £79,316	TOTAL = £ 10397	TOTAL = £4600	TOTAL = £923

2. Current attainment - End of Foundation Stage 2020			
	<i>Pupils eligible for PP</i>	<i>All Pupils</i>	<i>2019 National – All Children</i>
% working at expected in all areas	20%		Awaiting data
% working at expected in Prime areas of learning	20%		
% achieving a Good Level of Development	20%	79.2%	

Current attainment - End of Year 1 and Year 2 (Retake) Phonics 2020		
	<i>Pupils eligible for PP (our school)</i>	<i>National – All Children</i>
% achieving the threshold in Year 1 phonics screen	72%	
% achieving the threshold in Year 2 phonics screen	NA%	

Current attainment - End of Year 2		
	<i>Pupils eligible for PP (our school)</i>	<i>National – All Children</i>
% achieving age related in reading, writing & maths	25%	
% achieving age related in reading	50%	
% achieving age related in writing	25%	
% achieving age related in maths	75%	

Current attainment - End of Year 6		
	<i>Pupils eligible for PP (our school)</i>	<i>National – All Children</i>
% achieving age related in reading, writing & maths	60%	
% achieving age related in reading	60%	
% achieving age related in writing	60%	
% achieving age related in maths	80%	
% achieving age related in GPS	60%	

1. 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.	Cultural capital deficit / Limited experiences	
B.	Limited vocabulary bank and language development	
C.	Limited support in practice based aspects of learning such as spellings, times tables, high frequency words,	
D.	Social skills and friendship challenges including communication skills, self belief, confidence, self worth	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
E.	Cultural capital deficit / Limited experiences / limited support	
2. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)	Success criteria	
A.	<p>Through small group support, children will be introduced to key themes through narrative and non-fiction materials including text and online resources to build an awareness of the wider world. Key themes will be planned to link to future topics so when children access the topic in class they will have a stronger pre-set knowledge to support their access to the NC learning.</p>	<p>Children will have a wealth of experiences and knowledge that they can use to make links with new learning experiences.</p> <p>Children will have wide 'topic' vocabulary linked to themes such as cities, the seaside, Europe, etc They will access Children will have a dedicated time each week to experience cultural capital through books , clips , resources and discuss what these places are like and where the y are</p> <p>Children will have opportunity to go on visits with the school or take part in experiences in school</p>
B.	<p>Through focused language development in the classrooms and small group support children will learn key year group specific vocabulary. These will be</p> <p>Tier One Vocab – everyday language</p> <p>Tier Two Vocab – adventurous, wider vocab</p> <p>Tier Three Vocab – Subject specific, technical language</p>	<p>Vocabulary assessments will demonstrate an increase in working vocabulary</p> <p>Staff will have training and read Closing the vocabulary gap</p> <p>ELKAN support will be in place for younger children to support with vocabulary</p> <p>Focus groups will teach children Pre learning vocabulary ready for lessons</p>

<p>C.</p>	<p>Children will access individual, small group and large group support to complete homework and practice recall based learning.</p> <p>Adult support will apply metacognition techniques in working memory and long-term memory such as spaced learning</p>	<p>Assessments will show improvements in year group specific assessments</p> <p>YR – number rec, phonic recognition, red word recognition,</p> <p>Y1/2 – phonics, recall facts of number bonds, counting patterns/times tables, spellings- specific intervention and assessment carried out in 6 weekly blocks</p> <p>Y3-Y6 – specific intervention programmes to be used</p> <p>Catch up English and Maths / Success at arithmetic Assessments every 6 weeks to show impact of</p>
<p>D.</p>	<p>Children requiring support will access friendship group programs</p> <p>Children requiring self esteem support</p> <p>Children will be supported to apply restorative practices to move friendship issues forward by developing self awareness and awareness of the impact on others</p>	<p>FSW time will be reduced dealing with issues that have escalated</p> <p>Trained TAs will deliver Emotional Literacy support to individuals which covers Recognising emotion Self-esteem Social skills , Friendship skills, Anger management and Loss and bereavement</p> <p>We will offer a calm club for friendship issues</p> <p>Restorative practice techniques implemented and child mentors trained in school</p>
<p>E.</p>	<p>Offer parents support in how to help children with homework and learning.</p> <p>Pupil Premium meetings will explore the barriers parents face when supporting children with homework and developing wider experiences.</p> <p>Lead TA to explore which areas parents are confident with ad build on these as positive aspects for both child and adult</p>	<p>100% of parents will attend PP meetings</p> <p>Online platforms will be completed in school – Times table Rock stars / spelling shed / Mathletics once a week</p> <p>Homework club will be on offer to pupils in Ks1 and Ks2 to complete online home learning</p> <p>Project based learning will be supported / resources given</p>

Nature of planned expenditure 2020 /2021

Planned Action	Planned Cost	Objective	Identified Need	Impact Measure
Maintain year group TA support with one afternoon a week allocated to friendship/pastoral support (barrier D)	£10,150	To increase access to intervention and guided sessions during literacy and numeracy and to provide a broad balanced offer of intervention support To facilitate parental workshops for focus basic skills input	Barrier D	<ul style="list-style-type: none"> • Observations of practice will evidence improved impact on children's outcomes. • Improved outcomes • Improved self esteem • Links to PSHE teaching • Greater proportions of PP parents attending workshops and small group teaching sessions
Maintain current TA support with one afternoon for recall based learning support for children accessing PP (barrier C) and to deliver catch up programs	£10,150	To increase access to intervention and guided sessions during literacy and numeracy and to provide a broad balanced offer of intervention support To facilitate parental workshops for focus basic skills input	Barrier C	<ul style="list-style-type: none"> • Observations of practice will evidence improved impact on children's outcomes. • Improved outcomes • Reviewed every 6 weeks • More detailed feedback for parents <p>Ongoing for following year</p> <ul style="list-style-type: none"> •
Family Support Worker	£9,586	To improve support for parents and increase access to EHA assessment and associated support	To provide targeted supported	<ul style="list-style-type: none"> • Increased use of EHA • Improved outcomes for families through a range of support • Homework Club Support • Well being support

Intervention Training and ELSA training One TA per phase	£2,500	To train key staff to identify those requiring intervention and deliver intervention program to narrow attainment gap	To ensure all children achieve at the highest levels and narrow any current gaps	<ul style="list-style-type: none"> • Improvements in attainment data for targeted children • Improve Emotional Literacy skills and self esteem
Personal Budgets	£3,000	To broaden experiences and build cultural capital	All above barriers	<ul style="list-style-type: none"> • Parental feedback • Broadening cultural capital • Maintaining clubs and hobbies • Experiences
Trips, Excursions, Residentials	£3,000	Families accessing FSM not over 6 will be able to access a subsidy for excursions where voluntary contributions are asked for.	All above barriers	<ul style="list-style-type: none"> • Parental feedback • Percentage participation in residential • Maintaining clubs and hobbies
Specialised Support where required – counselling, play therapy,	£2,000	To provide specialist support as required	As required for individuals	<ul style="list-style-type: none"> • Children access swift specialist support where required • Healthy minds will be accessible and reviewed
Pupil Premium EHA Meetings	1hr per Pupil Premium child per term for meetings =£3700	To work in close partnership with families to identify any unmet needs	Increased parental engagement	<ul style="list-style-type: none"> • 100% participation form families at the meetings • Increased outcomes for children • Improved EHA scoring • All identified needs met

Planned Action	Planned Cost	Objective	Impact Measure	Evaluation Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons Learned
Maintain year group TA support with one afternoon a week allocated to friendship/pastoral support (barrier D)		<p>To increase access to intervention and guided sessions during literacy and numeracy and to provide a broad balanced offer of intervention support</p> <p>To facilitate parental workshops for focus basic skills input</p>	<ul style="list-style-type: none"> • Observations of practice will evidence improved impact on children's outcomes. • Improved outcomes • Greater proportions of PP parents attending workshops and small group teaching sessions 	<ul style="list-style-type: none"> • Friendship issues reduced • More friendship issues dealt with in friendship club and classes 	<ul style="list-style-type: none"> • Continue as links to self esteem and impact on wellbeing of the children • Barriers of staff moving into different roles – keep one person per phase • ELSA training needs exploring – for lead PP to take lead of rolling out for certain children
Maintain current TA support with one afternoon for recall based learning support for children accessing PP (barrier C) and to deliver catch up programs	£10,150	<p>To increase access to intervention and guided sessions during literacy and numeracy and to provide a broad balanced offer of intervention support</p> <p>To facilitate parental workshops for focus basic skills input</p>	<p>Observations of practice will evidence improved impact on children's outcomes.</p> <p>Improved outcomes</p> <p>Greater proportions of PP parents attending workshops and small group teaching sessions</p>	<ul style="list-style-type: none"> • Interventions that have taken place have shown impact on children's progress • 	<ul style="list-style-type: none"> • Engaging parents to workshops • Staffing due to illness • Staff training accessed recall strategies – link to morning learning / English and maths
Focused Pupil Premium Lead to support and track the progress of the PP children across the school and to deliver catch up	£25, 591		<ul style="list-style-type: none"> • To monitor the provision of interventions across school and ensure removal of all barriers 	<ul style="list-style-type: none"> • Improved outcomes for children accessing Pupil Premium • Reduction in PP children working below age related expectations • Focused programs in place on working memory and language development 	<ul style="list-style-type: none"> • Ongoing • Rethink about each phase – adults / intervention programs • PP TA in each phase • Intervention training needed across all phase- focus on reading, maths, phonics

programs where required				<ul style="list-style-type: none"> Focused programs delivered on broadening life experiences and cultural capital 	<ul style="list-style-type: none"> Tracking data and impact of each phase
Family Support Worker	£9,586	To improve support for parents and increase access to EHA assessment and associated support	<ul style="list-style-type: none"> To provide targeted supported 	<ul style="list-style-type: none"> Our FSW continues to coordinate a lot of wrap around support for our children who access PP inc Individual and family support, our Young Carers Group and our Forces Group New family support worker appointed 	<ul style="list-style-type: none"> Following the success of these groups we will be looking to extend this to siblings of children with additional needs We are also identifying younger siblings within families and focusing on building early relationships with our FSW prior to starting school so on arrival they will already have a strong supportive connection Our FSW is now supporting other schools in setting up such groups
Personal Budgets	£3,000	To broaden experiences and build cultural capital	All above barriers	<ul style="list-style-type: none"> Parental feedback Broadening cultural capital Maintaining clubs and hobbies 	<ul style="list-style-type: none"> We need to carry on with this One TA to take this on and planned thoroughly Cultural capital focused linked to reading
Trips, Excursions, Residentials	£3,000	Families accessing Pupil Premium will be able to access a subsidy for excursions where voluntary contributions are asked for.	All above barriers	<ul style="list-style-type: none"> Parental feedback Percentage participation in residential Maintaining clubs and hobbies 	<ul style="list-style-type: none"> Residentials have not taken place Review next year and policy only FSM children to be subsidised not ever 6
Specialised Support where required – counselling, play therapy,	£2,000	To provide specialist support as required	As required for individuals	<ul style="list-style-type: none"> Children access swift specialist support where required FSW links Positive outcomes and feedback 	<ul style="list-style-type: none"> Ongoing Healthy Minds referral first
Pupil Premium EHA Meetings	1hr per Pupil Premium	To work in close partnership with	Increased parental engagement	<ul style="list-style-type: none"> Meetings longer than parents evenings 	<ul style="list-style-type: none"> 100% participation form families at the meetings

	child per term for meetings =£3700	families to identify any unmet needs		<ul style="list-style-type: none"> • Staff covered to meet with parents and prepare targets • New EYFS parents – benefited from personal meeting and PP leaflet 	<ul style="list-style-type: none"> • Increased outcomes for children • Improved EHA scoring • All identified needs met • Explore video – what is PP at Saxilby – what does our offer look like?
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