

**Pupil premium strategy statement:**

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| 1. **Summary information** | | | | | |
| **School** | St Botolph’s C of E Primary School | | | | |
| **Academic Year** | 2020/21 | **Total PP budget** | £98,995 | **Date of most recent PP Review** | September 2020 |
| **Total number of pupils** | 412 | **Number of pupils eligible for PP** | 58 (FSM)  10 (E6)  41 (SS) | **Date for next internal review of this strategy** | Dec 2020, April 2021, July 2021 |

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| 1. **Current attainment** | | |
| **Attainment for: 2018-2019 (14 pupils FSM/E6) 58 pupils at the End of KS2** | *Pupils eligible for PP (your school)* | *Pupils not eligible for PP (44 pupils) (your school/national Y6)* |
| **% achieving expected standard or above in reading, writing and maths** | 64% - 9 children | 86% - 38 children |
| **% achieving expected standard or above in reading** | 71% - 10 children | 91% - 40 children |
| **% achieving expected standard or above in writing** | 71% - 10 children | 93% - 41 children |
| **% achieving expected standard or above in maths** | 78% - 11 children | 95% - 42 children |

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| 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)* | |
|  | Low prior attainment, particularly in relation to early language development, early literacy skills, and early numeracy skills, leading to under-developed reading, writing and maths skills. |
|  | Slower rates of progress from individual starting points in comparison with pupils not eligible for PP. |
| **C.** | Social and emotional difficulties affecting well-being and progress. |
| **D.** | Co-existing special educational needs. |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | |
| **A.** | Low levels of parental engagement, leading to poor attendance, poor engagement with extra-curricular activities and poor engagement with home learning. |
| **B.** | Limited access to a range of experiences, including social and educational out of school activities. |
| **C.** | Home environment not conducive to arriving at school fully prepared and ready to learn. |
| **D.** | Low aspirations for future education/careers and fixed mindset. |

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| 1. **Desired outcomes** | | |
|  | *Desired outcomes and how they will be measured* | *Success criteria* |
|  | The gap in attainment in reading, writing and maths between pupils eligible for pupil premium and those not eligible for pupil premium will decrease. | Pupils will make better than expected progress to close the gaps. |
|  | Pupils with SEND will receive well-scaffolded Quality First Teaching and regular targeted support, in line with recommendations from both internal professionals and external agencies to improve outcomes. | Barriers to learning will be identified and pupils with SEND will make expected progress from their starting points. |
|  | Pupils with social and emotional needs will be supported in developing their emotional literacy to improve their sense of well-being and their ability to engage with learning in lessons. | Pupils will feel happy and confident, enabling them to make expected or better progress in school. |
|  | Pupils will have access to a range of social, cultural and sporting experiences, visits and activities to allow them to acquire ‘Cultural Capital’ that they would otherwise miss. | Pupils’ ability to make semantic links across the curriculum from their first-hand experiences will improve, leading to better levels of attainment in a range of subjects.  Pupils’ aspirations will be positively enhanced through their horizons being broadened. |
|  | Parental engagement will improve and parents will have a better understanding of how to support their children both at home and with their educational journey. | Pupil attendance will improve.  Home learning will be completed.  Children will feel supported at home. |

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| 1. **Planned expenditure** | | | | | | | | | |
| **Academic year** | | **2020/21** | | | | | | | |
| 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?** |
| The gap in attainment in reading, writing and maths between pupils eligible for pupil premium and those not eligible for pupil premium will decrease. | | Enhanced adult support for core subjects  Maths No Problem and Times Tables Rockstars subscription in mathematics lessons.  Read, Write, Inc. spelling programme and log books for Years 2-6.  Accelerated Reader subscription for Years 3-6.  CGP books in Years 2 and 6.  Testbase and Classroom Secrets subscription.  Hello Data Subscription.  John Bocking newsletter subscription.  Education Adviser support from Julie Harrison. | Enhanced support within lessons allows timely interventions to take place as part of the ‘keep up’ and ‘catch up’ curriculum.  A consistent, research-based, progressive mastery approach to the teaching of mathematics will ensure excellent provision is in place for all pupils to make expected or better progress.  RWI spelling builds on the children’s phonics knowledge in a progressive way to support quality first teaching in spelling.  Integrated diagnostic tools provide summative and formative assessments to help identify pupils in need of further support and suggest the most effective methods for closing the gap. Highly motivational for pupils as quizzing complements the school’s ‘real book’ reading approach.    Books provide high quality, regular practice to support pupils’ mastery of end of key stage knowledge and skills.  Provides teachers with relevant question and resources s to support formative assessment and Quality First Teaching in core subjects.  Enables teachers and leaders to track attainment and progress of learners, identifying patterns and trends in order to put in place enhanced provision where required.  Ensuring that all stakeholders are aware of developments in education enables leaders to plan effectively and ensure that the most effective approaches for improving outcomes for pupils are chosen.  External support with school evaluation and monitoring to assess the validity of the school’s self-assessment effectiveness of the school’s vision and development plans. | | Regular meetings. These will be done during staff meetings, SLT and Governor meetings.  Staff will lead staff meetings to address these issues when they arise. | | DW/EB/ZW/KS/NS/KW | | Every term. |
| Pupils with SEND will receive well-scaffolded Quality First Teaching and regular targeted support, in line with recommendations from both internal professionals and external agencies to improve outcomes. | | Widgit Online subscription. | Visual vocabulary tool to support pupils with access to learning as part of Quality First Teaching. | | CE and DW will monitor this making sure that pupils with SEND are accessing the curriculum at their appropriate level. Adjustments to be made if necessary. | | EB/CE | | This will be monitored termly. |
| Pupils with social and emotional needs will be supported in developing their emotional literacy to improve their sense of well-being and their ability to engage with learning in lessons. | | Well-being lead to deliver ELSA programme and provide counselling for pupils with social/emotional needs.  CPOMS subscription. | Reducing emotional distress and teaching pupils independent calming strategies improves attentiveness, task persistence and flexibility in the learning environment.  Allows staff to record key details relating to safeguarding and pupil well-being. Building up a picture of the child will allow adults to ensure that appropriate support is in place so that they are able to learn effectively. | | CE and EC will meet every Monday to discuss the children’s well-being. CE will feedback to DW. Teachers will be informed and actions taken to support the children. | | EC and CE | | This will be monitored termly. |
| Pupils will have access to a range of social, cultural and sporting experiences, visits and activities to allow them to acquire ‘Cultural Capital’ that they would otherwise miss. | | Oddizzi subscription.  Nubridge Language Angels (French) subscription.  Coach travel for pupils attending events. | High quality learning and resources in Geography will enable pupils to develop their knowledge and understanding of the world in a meaningful way.  High quality online provision of French lessons, with a bespoke programme to meet the needs of the learners at our school, extending knowledge of the world and introducing children to an aspect of the curriculum that will improve their ‘Cultural Capital’.  Pupils have the opportunity to attend events where ‘Cultural Capital’ can be developed. | | Teachers will monitor their subjects and report on impact. Feedback will be shared. | | All teachers | | Monitored over the academic year and reported back to inform how we will proceed next year. |
| Parental engagement will improve and parents will have a better understanding of how to support their children both at home and with their educational journey. | | Tapestry subscription.  Home/School Diaries.  Seesaw subscription. | Learning portfolio and communication system to engage parents with their children’s learning in school and improve communication between home and school.  Pupil diaries encourage parent/teacher communication.  An interactive learning platform which allows pupils and parents to share work/achievements will encourage communication and a sense of achievement. | | Teachers will obtain feedback from the parents.  DW to send out a parent’s questionnaire regarding communication.  Feedback from both parent’s and staff will be obtained. | |  | |  |
| 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?** |
| The gap in attainment in reading, writing and maths between pupils eligible for pupil premium and those not eligible for pupil premium will decrease. | One-to-one and small group tuition in reading, writing and maths. | | | Additional targeted pupil-centred tuition supports the ‘catch up’ curriculum, enabling pupils to close the attainment gap. | | DW and CE to provide a TA in each year group in the afternoons to enable catch up etc to take place.  Interventions and precision teaching will be assessed and impact will be measured.  TA’s must feedback to the teachers regarding the children’s outcomes or barriers to learning etc. | | Teachers to take responsibility for their intervention groups. | Every term |
| Pupils with SEND will receive well-scaffolded Quality First Teaching and regular targeted support, in line with recommendations from both internal professionals and external agencies to improve outcomes. | Spelling Shed subscription.  Small group and individual support for pupils with specific personal learning targets.  Speech and language support. | | | Targeted support in spelling as part of 1:1 tuition leads to better outcomes when part of a progressive approach. This is a different programme from that used for Quality First Teaching and is better suited to those pupils who do not have a secure grasp of phonics.  Where Specialist Teaching Team assessments have been completed and recommendations made, additional support is required to ensure that specialist interventions can be delivered .  A trained speech and language assistant provides vital practice for those undergoing speech therapy. | | Teachers will take on board what the STTA says and deliver the interventions where and when possible. Afternoon TA support will be used here. Communication between TA and teachers is key to this being a success. | | Teachers to take responsibility for their intervention groups. | Every term during pupil progress meetings. |
| Pupils will have access to a range of social, cultural and sporting experiences, visits and activities to allow them to acquire ‘Cultural Capital’ that they would otherwise miss. | Educational trips and visits subsidised for those who cannot afford to pay. | | | Visits to places of social, cultural or sporting interest enhance pupils’ ‘Cultural Capital’. All pupils should have access to a range of experiences to enhance their learning and develop their knowledge and understanding of the world. | | HT and teachers will make sure that all children have access to these experiences. Teachers will inform HT if money is an issue regarding these trip and visits. HT will support where possible. | | Teachers to take responsibility | Monitored over the academic year and reported back to inform how we will proceed next year. Did the visit have an impact on the children’s learning? |
| Parental engagement will improve and parents will have a better understanding of how to support their children both at home and with their educational journey. | TAC lead.  School uniform subsidy.  Cool milk provision.  Apprentice levy. | | | Targeted support for families who require additional help from a range of outside agencies has been shown to improve outcomes for children and young people.  Ensures that all pupils arrive at school appropriately prepared and ready to learn.  Ensures that all pupils have access to milk.  To provide administrative support for activities relating to the outcomes and actions contained within this plan. | | TAC and teachers will work together to make sure the needs of the child(ren) are met. TAC lead to feedback to DW to air thoughts and concerns. | | TAC lead and teachers will communicate and discuss need. | All year |

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| 1. **Expenditure** | | | | |
| **Current Academic Year** | | **2019/20** | | |
| 1. **Quality of teaching for all** | | | | |
| **Desired outcome** | **Chosen action/approach** | **Estimated impact:** |  | **Cost** |
| Children make expected or better attainment and talk with enthusiasm about their academic future. | Teachers and TA’s to support emotional needs of children.  Targeted intervention for learning needs. | Yr. 6 outcomes were in line with school overall  Aspirations were raised for the children. | Both Academic as well as Holistic support are important in developing children and preparing them for secondary transfer. Support to be focused on both.  Social interaction also supports non-PP children who may have SEN Needs. All children’s Well-Being is being addressed through pastoral and academic support. | £3,125 (Booster Year 6 ZW, SB and KC))  £1,235.  £23,039.00(SA)  £5,938. (EC) £7,325. (JG) |
| Children have structured play to promote social skills and interacting with other children. | Use of play leaders to support the children on the playground to avoid any disruption going back into the classroom after lunch. | This will create a calmness for the children to go into after lunch and prevent any disagreements flowing into lesson times. | Structured and organised play to promote responsibility. To be continued and expanded when funds allow. Equipment bought. | Costings for this come out of PE premium money. |
| 1. **Targeted support** | | | | |
| **Desired outcome** | **Chosen action/approach** | **Estimated impact:** |  | **Cost** |
| PP children benefit from opportunity through access to breadth of curriculum. | Access to all curriculum and experiences. | All PP children had the opportunity to take part in school life and extra-curricular activities and were subsidised when appropriate | To continue same approach for focused children e.g. PP child funded for G & T, when going on residential visits and day trips.  Milk and school uniform subsidised to make sure children don’t feel left out | £1,000 |
| Learning Needs are supported within classroom and are aimed to be seamless across school. | Support and targeted work to be all classes where needed within the class and groups. | Children had tailored support both within class and individually. Outcomes at KS2 were in line with Non-PP children  SP children were higher. | Continue with same approach of blended support and intervention. | £11,845 (KC) |
| Learning Needs are supported within classroom and are aimed to be seamless. TAC reviews are run. | TA supporting Year 5 and TAC reviews | TAC reviews now run smoothly. All parties are informed. | This will continue next year as we have more TAC’s being opened. These children’s needs are being met by this system we have in place. | £10,586. (SS)  £8,196. (SS)  £1,316. (extra 2 hours (SS) |
| To settle the Year 6 children down prior to their tests. | Year 6 SAT’s breakfast. | The children we calm and settled ready for their SAT’s test. | Continue with this next year. Children relax and settle into the day nicely, ready for a good start with their tests. | Not yet ordered.  Estimate £40.00 |
| To plug gaps in Year 2. | Small intervention groups that plug the gaps when they are first seen. | Children’s misunderstandings will be addressed quickly, gaps will be plugged quickly and this will lead to rapid learning. | Make sure the right groups are targeted and continue to make these judgements regularly. Move children on quickly. | £984.95 |
| To support the purchase of school uniforms for those children who can’t afford the correct clothing. | To make sure that the children don’t feel left out or not appropriately dressed for school, this could lead to low self-esteem. | To make sure that every child does not feel inferior or different to their peers. This will impact on their self-esteem. | Children feel valued. | £200 |
| Cool Milk  To make sure that children have access to their entitled milk  allowance | To make sure that those children who are eligible for cool milk have it. | To make sure that every child does not feel inferior or different to their peers. This will impact on their self-esteem. | Children feel valued. | £500 |
| RM assessment | New RM assessment allows staff to have a clear picture of the levels their children are working at. | RM assessment allows teachers to see attainment and progress clearly. This will enable the teachers see if there is any underperformance, if so, this will be addressed quickly. | This system is a good monitoring system for the staff. It allows a robust assessment of where the children are at. Staff can quickly see underperformance and measure impact too. | £1,750. |
| Seesaw | To share good work with their peers.  To respond to praise/constructive criticism given maturely. | To raise self-esteem and confidence in the children. | Children will see their work on Seesaw and share this with their friends and peers. Their responses will be shared and praise will be given along with advice too. Both parties (sender and receiver) will value each others thoughts and opinions. | £1,601.31 |
| Apprentice Levy | To use the apprentice levy to make sure that documents/information and paperwork is correct for the children in the school. | To employ a person in the office to support with the admin work that the SENDCo and teachers need support with regarding provision for the children. | Sarah O supports staff regarding CPOMS, SEND paperwork, contact outside agencies and supports the SENDCo to make sure that children’s needs are met. | £250. |
| Independent Thinking | To inspire the teachers and staff. | Training for teachers at Cranwell. | This motivational speaker inspired the staff and reminded us all why we became teachers and how to look after ourselves. Staff felt empowered and valued again. Good bonding with the cluster groups too. | £233.60 |
| Lincs Psychology Services | To support SEND children. | To buy in services that will support our SEND children and to quickly identify what their needs are. | We will identify the children’s gaps quickly after assessments have been made. The school can then make sure that appropriate provision has been given. | £495. |

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| 1. **Additional detail** |
| Learning environments are working well to support quality of teaching and learning.  Maths No Problem has had an impact again for this academic year.  Reading schemes are in place, Whole school reading approach has been looked at for consistency.  Spelling is addressed  Writing is another focus. |

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| 1. **Review of Expenditure (Previous Academic Year)** | | | | |
| **Academic Year** | | **2019/20** | | |
| 1. **Quality of teaching for all** | | | | |
| **Desired outcome** | **Chosen action/approach** | **Estimated impact:** | **Lessons learned** | **Cost** |
| Children make expected or better attainment and talk with enthusiasm about their academic future. | Teachers and TA’s to support emotional needs of children.  Targeted intervention for learning needs.  Use of play leaders to support the children on the playground to avoid any disruption going back into the classroom after lunch. | Yr. 6 outcomes were in line with school overall  Aspirations were raised for the children.  This will create a calmness for the children to go into after lunch and prevent any disagreements flowing into lesson times. | Both Academic as well as Holistic support are important in developing children and preparing them for secondary transfer. Support to be focused on both.  Social interaction also supports non-PP children who may have SEN Needs.  Structured and organised play to promote responsibility. To be continued and expanded when funds allow. | £5,475.  £21,744 (SA)  £4,475 (SP)  £1,125 |
| 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** |
| PP children benefit from opportunity through access to breadth of curriculum.  Learning Needs are supported within classroom and are aimed to be seamless across school.  To plug the gaps in year 5 and 6.  To make sure the Governors are kept up to date with changes.  Provide pastoral and emotional care to children.  To plug gaps effectively.  To make sure communication between staff, parents and children is effective.  To keep Governors up to speed with school life, making sure their impact effective.  Provide children with the appropriate tests. | Access to all curriculum and experiences.  Support and targeted work to be all classes where needed within the class and groups.  TA supporting Year 5 and 6 groups on a daily basis.  Training  Governor attended Annual Governors conference  KE Supporting Service school children  Assessment – From September 2017 until July 2018.  Home/School Diaries  Governor’s virtual Office  Familiarise children with appropriate test questions. | All PP children had the opportunity to take part in school life and extra-curricular activities and were subsidised when appropriate  Children had tailored support both within class and individually. Outcomes at KS2 were in line with Non-PP children  SP children were higher.  Specific groups targeted to plug gaps. A range of groups identified alongside PP children.  Governors are up to date with their roles in the school and can lead effectively.  To intervene in the early stages of a child’s need. Making sure under performance is addressed as soon as it is identified.  The accurate assessments inform the teachers weekly where the children’s next steps are. Plugging gaps quickly and being able to meet the children’s needs. Interventions and precision teaching take place because of these outcomes.  All children have a diary which supports and encourages independence but also gives the parents and teachers the ability to communicate.  To make sure the Governors are kept in the loop with all school matters.  To make sure the children have the appropriate books in order to familiarise themselves with the tests they need to take. These books follow the same format that help the children.  (GCP, Test base, Durham university). | To continue same approach for focused children e.g. PP child funded for G & T, when going on residential visits and day trips.  Milk and school uniform subsidised to make sure children don’t feel left out  Continue with same approach of blended support and intervention.  Very effective and huge impact seen with results.  To inform the school about changes and updates.  Early intervention of any identified child’s need will be addressed ASAP. Bespoke sessions will be planned for to make sure that no child gets left behind.  Accurate assessments mean that the teachers know what the children’s levels are and what steps are needed to start every year effectively.  Children, teachers and parents have a tool to make sure communication is effective. This makes the children feel supported.  This is a quick and effective tool that Governors use to keep in touch with the school, access policies and share documents efficiently in preparation for the meetings.  Provides the teachers with relevant test questions to assess the children. Children will have had access to relevant questions to prepare them for their assessments and tests. This will give accurate results to inform the teachers. | £1,100  £12,298 (KC)  £11,250 (AC)  £12,382 (apprentices)  £6,500  (KH Year 5)  £9,000 Year 6  £405  £8,705  £1,373  £351  £525  £1,050 |

**RESULTS FOR 2018-2019 (These clearly show improvements)**

**KS2 SATs Results 2019 – Achieved standards**

**(2018 results % in brackets)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Reading | Writing | SPAG | Maths | Combined (RWM) |
| St Botolph’s | 84% (82%) | 86% (81%) | 90% (87%) | 90% (83%) | 79% (75%) |
| Lincolnshire CC | 68% (71%) | 76% (76%) | 74% (74%) | 74% (71%) | 60% (59%) |
| National | 73% (75%) | 78% (78%) | 78% (78%) | 79% (74%) | 65% (64%) |

KS2 SATs Analysis 2019 for Greater Depth (100+ Scaled Score)

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|  | Reading | Writing | SPAG | Maths | Combined (RWM) |
| St Botolph’s | 24% (35%) | 19% (18%) | 33% (45%) | 24% (25%) | 3% (8%) |
| Lincolnshire CC | 22% (25%) | 18% (18%) | 30.1% (29%) | 21% (18%) | 8% (8%) |
| National | 27% (28%) | 20% (19%) | 35.1% (34%) | 26% (23%) | 10% (9%) |

**St Botolph’s EYFS –** Reaching Good level of development – 70.7% - (73% in 2018)

Lincolnshire CC – 69% in 2018

National 71% in 2018

**St Botolph’s Year 1 phonics 2019** – 88% - (88% in 2018)

Lincolnshire CC – 81% in 2019

National -82% in 2019

**Key Stage One results 2019**

(2018 in brackets)

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| Subject | PKS | WTS | EXS | GDS | %EXS+ |
| Reading | 13% (7%) | 10% (13%) | 58% (58%) | 18% (22%) | 76% (80%) |
| Writing | 8% (5%) | 15% (18%) | 60% (60%) | 17% (17%) | 77% (77%) |
| Maths | 7% (5%) | 18% (13%) | 55% (60%) | 20% (22%) | 75% (82%) |
| Science |  |  | 87% |  |  |