# logo

## Pupil Premium Strategy Statement

## School overview

|  |  |
| --- | --- |
| **Metric** | **Data** |
| School name | St Botolph’s CE Primary school |
| Pupils in school | 405 |
| Proportion of disadvantaged pupils in the school as of Nov 2021 | 27%  FSM – 73 Service - 38 |
| Pupil premium allocation this academic year | £88,770.00 |
| Carry forward | £13,971.00 |
| Academic year or years covered by statement | 2021-2022 |
| Publish date | October 2021 |
| Review date | November 2022 |
| Statement authorised by | Denzil Shepheard |
| Pupil premium lead | Debbie Wilson |
| Governor lead | Mark Graves |

## Disadvantaged pupil progress scores for last academic year (2019 due to Covid-19)

|  |  |
| --- | --- |
| **Measure** | **Score** |
| Reading | 1.4 |
| Writing | 0.6 |
| Maths | 0.1 |

## Disadvantaged pupil performance overview for last academic year (2019 due to covid 19)

|  |  |
| --- | --- |
| **Measure** | **Score** |
| Meeting expected standard or above at KS2 | 64% |
|  |  |

# Part A: Pupil premium strategy plan

## Statement of intent

|  |
| --- |
| Decisions about Pupil Premium (PP) funding, are based on the needs of the pupils and their families here at St Botolph’s CE Primary school. Recognition is given to the specific needs of our pupil.. Barriers faced by disadvantaged children in our context include, lack of confidence, complex emotional needs and some children who receive PP are also on the SEND register.  Teaching and learning is carefully monitored. All teaching staff participate in the analysis of class data and the recording of PP provision, in order to evaluate the effectiveness of our PP strategy. Classroom planning is carried out in conjunction with the SENDCO and members of the senior leadership team, in order to ensure that provision is as personalised and therefore inclusive, as possible.  **Ultimate objectives**   * To narrow the attainment gap between disadvantaged and non-disadvantaged pupils * To ensure that all disadvantaged pupils make at least expected progress, based on national data, at the end of Year 6   **Key principles**   * To ensure that appropriate provision is made for disadvantaged pupils within our setting. * To ensure that teaching and learning meets the needs of all children within our setting. * To ensure that all provision is personal and suits the needs of individual children within our setting. * PP funding can be used to support a pupil, or groups of pupils who have been identified as being disadvantaged, but may not qualify to receive direct funding. * Due to the limited amount of funding and resources, not all PP children will be in receipt of PP intervention at any one moment of time; needs analysis will be carried out to identify priority classes, groups, or individuals.   **Achieving these objectives**   * Use of NFER assessments for reading, maths and grammar to provide summative information that can be tracked using standardised scores. * CPD training for all teachers to enhance teaching and learning. * Allocation of intervention staff to offer 1:1 support, or small group work which directly links to classroom teaching. * ELSA trained member of staff made available to help develop emotional literacy of pupils most in need and support their emotional development. * Carefully planned transition from primary to secondary, and between classes, so that attainment and progress can be monitored closely and learning time/opportunities are not lost. * PE provision to include the use of a specialised coach to deliver active maths sessions. * Use of trained members of staff to offer ‘catch-up’ sessions across all classes, for pupils to meet age related expectations. * Increased use of screening programmes to identify pupil’s particular needs and develop plans to support their learning. |

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

|  |  |
| --- | --- |
| Challenge number | Detail of challenge |
| 1 | A number of PP pupils have emotional needs, which affects their engagement with learning. |
| 2 | Some PP pupils are at risk of requiring additional support from external agencies. |
| 3 | PP pupils who have difficulties with anxiety, which affects their attendance and concentration at school |
| 4 | Pupils who are both SEND and PP, both attainment and progress are lower than expected. |
| 5 | Some children lack skills to engage with their learning, such as organisation, resilience, and a ‘can-do’ attitude (Growth mindset). |

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

|  |  |
| --- | --- |
| Intended outcome | Success criteria |
| Pupils are emotionally ready to engage with their learning and have strategies to manage their emotions. | Number of interventions/incidents to support children is reduced. |
| PP families will receive appropriate support to ensure that the emotional needs of their children are met. | With support, families at TAC will receive assistance which enables them to identify strategies to help them become more independent at addressing the emotional needs of their children. |
| For PP pupils, gaps in learning are identified and appropriate intervention is used to address these. | Summative assessment will illustrate that gaps have been addressed and pupils will achieve at least expected progress, with the aim of achieving age related expectations. |
| Pupils will be exposed to a range of experiences, providing them with first hand opportunities. | Pupils will attend events/activities that they may not necessarily have the opportunity to experience. |
| Mental health and well-being strategies will be developed with children in order to help them build resilience. | Children demonstrate a better awareness of mental health and well-being strategies, as evidenced through discussion with children.  Well-being questionnaires highlight an increase in children’s well-being scores. |
| Development of our phonics tracker, allowing us to better support pupil’s development of phonemic awareness. | Improved assessment scores (and gaps being closed) within disadvantaged pupils reading and spelling scores. |

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| CPD for reading and RWI | Reading strategies.  Training from RWI advisor  In-house – promoting of the love of reading. | 1,4, 5 |
| Use of TAs within classrooms. | within-class attainment group | 1, 3, 4, 5 |
| Pastoral care to be made available by a trained professional in school. | Lead pastoral care is timetabled to support the need of the children. | 1,2, 3 |
| Increased timetable allocation for Interventions. | Peer tutoring, small group tuition and one-to-one tuition | 2, 4, 5 |
| CPD for mastery approach in maths. | mastery learning – in house training. | 4,5 |
| Subsidise MNP | mastery learning | 4, 5 |
| Subsidise NFER assessments and unit analysis tool. | Feedback given from data | 4, 5 |

## Strategy aims for disadvantaged pupils

|  |  |
| --- | --- |
| **Measure** | **Activity** |
| Priority 1 | To ensure our pupils receive support to manage their Personal, social, emotional and mental wellbeing. |
| Priority 2 | Continue to support children’s progress |
| Priority 3 | Provide an enriching curriculum with good quality educational resource. |
| Priority 4 | To provide support for Children who are in receipt of PP and are on the SEN register. |
| Priority 5 | To ensure all PP children receive support to increase progress and attainment in R,W, M |
| Barriers to learning these priorities address | -Children baseline very low on entry  -Children have poor reading skills and communication skills on entry, these have declined.  - Low ambition  -Some home learning environments lack support for pupils in particular with communication and English Skills.  -Children have limited life skills  -Social and emotional needs  -Some low-income families find it hard to afford extra enrichment activities and access to resources.  -Parental engagement  -Some children lack skills to engage with their learning, such as organisation, resilience, and a ‘can-do’ attitude (Growth mindset). |
| Projected spending | £102,741.00 |

## Teaching priorities and targeted academic support for current academic year

|  |  |  |
| --- | --- | --- |
| **Aim** | **Target** | **Target date** |
| Children in receipt of pupil premium who are on the SEN register make good progress.  Children to receive targeted intervention | Ensure that work is sufficiently challenging and progressive with no ceiling on it, so that those children who are in receipt of PP and are on the SEN register make good progress and/or catch up due to COVID-19.  SENDCo to ensure that children are assessed quickly and any difficulties picked up early. With support of a pupil passport. This process is outlined on the SEN Flow Diagram.  All children will undergo a range of assessments in school so that interventions are targeted to areas of need. If further assessments and referrals for support This mainly includes, but is not limited to, the Specialist Teaching Team, Working Together Team, Educational Psychologist, Community Paediatrician, EMTET, PRT, BOSS, ECLIPS. Intervention maps for each individual on the SEN register is detailed on their pupil passport for clarity.  Ensure there is a catch-up programme so that pupils have the opportunity to close the gap. This will ensure we ‘diminish the difference’ in attainment across school. The range of interventions we offer are on the detailed on the SEN Flow Diagram. | July 2022  September 2021 – July 2022 |
| Increase % of children who achieve the expected standard in Reading, Writing and Maths. | Achieve in line or above national average for progress and attainment scores in KS2 Reading, Writing and Maths for disadvantaged pupils. | July 2022 |
| Phonics | To be inline or above national for those who achieve the expected standard in the Phonics Screening Check | July 2022 |
| Provide an enriching curriculum with high quality resources. | Ensure pupils have opportunities to have high quality learning even when working from home in the event of COVID related illnesses. | Sept 21 – July 22 |

|  |  |
| --- | --- |
| **Measure** | **Activity** |
| Priority 4 | Children will have access to Pastoral support if they require the intervention. Children are referred for support by either their class teacher or parent/carer. Once this is screened, it is decided how we can best meet their emotional needs. The can be through group sessions, a 1:1 piece of work specifically designed to meet their need or daily check in and check outs.  Trained staff will monitor the emotional wellbeing of selected children to ensure they have the tools (emotionally and academically) to achieve in class.  ELSA trained staff will work with select children on a six-weekly programme to improve their emotional literacy.  Children have access to Claire Hallam and Clare Elsom.  We have purchased Specialist teacher Assessment Services and Educational Psychology services to support the children where appropriate. All other services can be accessed via referrals. |
| Priority 5 | Daily/regular interventions will take place – pupils in these groups will have their data monitored and tracked.  A challenging and progressive curriculum has been created to ensure all attainment levels are catered for and all pupils can reach their goals and beyond.  Timetables produced for TA’s to ensure all pupils have access to interventions.  Feedback is given and time allowance for children to have intervention. |
| Barriers to learning these priorities address | Children baseline very low on entry  -Children have poor reading skills  Children have limited vocabulary and life skills  -Social and emotional needs  -Some low-income families find it hard to afford extra enrichment activities and access to resources.  -Parental engagement  -Children have unidentified SEN needs which makes it harder to target support and intervention. Early identification of need is always beneficial. |

## Wider strategies for current academic year

|  |  |
| --- | --- |
| **Measure** | **Activity** |
| Priority 1 | The hiring of a highly trained member of staff who provides children with emotional and mental health interventions.  This member of staff will provide families, who are involved with these plans, with support.  This member of staff also supports families who have needs if requested.  Members of staff are participating in mental health courses.  2 members of staff have an ELSA course – highlighting children’s needs, who are then given emotional literacy interventions.  School has a TAC and LAC lead |
| Priority 2 | The school has purchased more home reading books on top of the library full of new school ‘reading-for-pleasure’ books.  Nessy has been purchased to improve children’s knowledge around phonics too.  Times tables Rock Stars has been purchased to support children with Maths at home and school. |
| Priority 3 | The school aims to offer pupil premium pupils additional rich curriculum activities. We ensure we have visitors who offer first-hand experiences in curriculum areas and provide cultural capital. Music workshops are purchased regularly. All are purchased to provide children with experiences that they may not otherwise have – to ensure they have high aspirations for later life.  Teams/Seesaw and class dojo has been set up for children to use in the event of having to self-isolate. Tutorial videos have been created to support families with this.  Online learning curriculum is uploaded to the school’s website weekly to offer an enriched curriculum even when pupils are unable to attend due to COVID related illnesses. |
| Barriers to learning these priorities address | -Lack of life experiences  -Low starting points  -Low ambition  -Home life can be challenging  -Mental well-being barriers for children |
| Projected spending |  |

## Monitoring and Implementation

|  |  |  |
| --- | --- | --- |
| **Area** | **Challenge** | **Mitigating action** |
| Time/Teaching | Ensuring enough time is given over to allow for staff professional development | Use of INSET days/twilights, Staff meetings and additional cover being provided by PPA covers |
| Targeted support | Ensuring interventions do not impact curriculum time. | Clear timetable in place for each class of when children will receive interventions. |
| Wider strategies | Engaging the families facing most challenges | Working closely with the LA and other agencies to support our hardest to reach families. |
| COVID-19/Catch up | Due to COVID-19 lockdown, many children are behind the age-related expectations.  Children will require a catch-up programme. | Ensure an intervention timetable is in place, this may include time for interventions during lesson feedback or dedicated afternoon intervention sessions. As well as separate small group intervention time. |

## Review: last year’s aims and outcomes

|  |  |
| --- | --- |
| **Aim** | **Outcome** |
| To close the gap and make good progress. | Children need to make more progress from the end of KS1 to the end of KS2. |
| To make sure that all 7 areas of learning are achieved and the gap is closed asap. | EYFS – Poor outcomes in some of the 7 areas of learning. These have been addressed. Social and emotional outcomes were poor.  Maths and English were strong. |
| To embed the same structure as last year. School feel that a two-year programme of this will be beneficial. | The same format will run again next year as the impact was good overall. |
|  |  |