



Pupil Premium Strategy Statement for 2020-2021

The Pupil Premium (introduced in 2011) gives schools extra funding to raise the attainment of disadvantaged pupils from reception to year 6 and close the gap between them and their peers.

In 2019-2020 financial year, schools received £1320 for each primary child registered as eligible for free school meals or at any point in the last 6 years, £300 for each pupil whose parents are currently in the armed forces and £1,900 for each pupil who is looked after or in care.

*Standlake CE Primary School has been allocated **£25,555** for 2020-2021. We have **21** Pupil Premium children.*

At Standlake CE Primary School the Headteacher and SENCO work together as our Pupil Premium Grant (PPG) leads, which includes monitoring and the planning the provision for children entitled to the PPG. Our designated Governors who monitor the impact of the PPG spending are Karen Armeanu and Jonathan Stevens.

This document is divided into two parts:

Part One: The Strategy for this Year

Page 2: Barriers to Learning and Support and Provision for 2020-2021

Page 3: Support and Provision for 2020-2021 continued

Page 4: Success Criteria for desired Outcomes for 2020-2021

Part Two: A Review of Last Year's Strategy

Page 5: Summary information for 2019-2020; Attainment for PPG Children at the end of 2019-2020; Progress for PPG Children at the end of 2019-2020

Page 6: Review of expenditure for 2019 to 2020: IMPAC

Barriers to Learning (and Future Attainment and Progress)

Identified by the Senior Leadership Team and Class Teachers for the current cohorts

Barriers to learning that can be addressed in school

A	COVID lockdown and long-term absence from school (confirmed)
B	Pupils have poor language and communication skills (knowledge, vocabulary, comprehension, expression)
C	Pupils have poor reading skills and comprehension so are unable to access parts of the wider curriculum
D	Pupils have Special Educational Needs and Disabilities (25% of our PPG children are on the SEND register)
E	Pupils have gaps in their learning so are unable to access the age-appropriate work

Barriers to learning that may require action outside of school

F	Pupils may have families that have challenges with supporting their child's education
G	Pupils may not have 'experiences' and an understanding of the wider world (cultural capital)

Support and Provision & Planned Expenditure to address the Barriers to Learning

	Chosen action / approach	Evidence & rationale for this choice?	Desired Outcome	Monitoring	Lead	Review
A	See our COVID Catchup Funding Document	<i>See document</i>	To raise the attainment and progress of the children	Seasonal Term	Ellie Pascoe Andrew Denham	April 2021 n/a
B	Whole Staff Training, from the Speech and Language Therapy Service, on the Colourful Semantics intervention and resource. For staff to use this resource for 1-2-1, small group and whole class teaching	The Colourful Semantics intervention can support children with the following: <ul style="list-style-type: none"> ➤ Using wider vocabulary ➤ Generating longer verbal & written sentences ➤ Helping answer questions or generate responses to questions ➤ Developing the use of nouns, verbs, prepositions and adjectives ➤ Improving story telling skills 	Pupils develop their spoken language skills so that it can be transferred to written sentences and written language comprehension	Seasonal Term	Ellie Pascoe Andrew Denham	April 2021 £286

Support and Provision & Planned Expenditure to address the Barriers to Learning						
	Chosen action / approach	Evidence & rationale for this choice?	Desired Outcome	Monitoring	Lead	Review
C	Purchase PM Benchmark Reading Assessment Kit & Training: £1200 Purchase quality reading books that are levelled to a 'finer' degree of progression in 'difficulty': £8000 estimate Purchase quality storage for these text for easy access: £200 estimate <i>Consider employing a TA for 'mornings' to deliver daily 20–30-minute reading sessions (based on the Reading Recovery model) to develop reading comprehension skills, combined with phonics: £5000 estimate</i>	If you can't read well, you won't be able to write well or access many elements of the wider curriculum. Many of our PPG children are below ARE in reading so we want them to make accelerated progress. We will be using a reading intervention based on the Reading Recovery approach using high-quality, finely differentiated books. This will engage and support children to become more motivated and independent readers. Improved reading skills will improve their writing skills including, sentence structure and styles, vocabulary, grammar and new ideas for writing. Also, on average, reading comprehension approaches deliver an additional six months' progress (<i>Educational Endowment Foundation research: Reading Comprehension Strategies</i>)	Pupils are able to access age-appropriate texts because they meet age related expectations Pupils writing develops as an outcome of improvement in their reading	Seasonal Term	Ellie Pascoe Andrew Denham Stacey Conroy/ JJ Gurga	April 2021
						£14,400
D	Partially fund the employment and training of a non-classed based teacher to be SENCO/Family Inclusion Co-ordinator (0.3) <i>25% of PPG Children are also SEND.</i>	Having a designated member staff who can lead and facilitate support and provision (in and out of school) for individual children and their families, will lead to a more coordinated approach and monitoring of a pupil's needs	We have a trained SENCO and Family Inclusion Co-ordinator Teachers and TA's are delivering the appropriate support and provision for children. External services are providing support for the children and families, where	Seasonal Term	Ellie Pascoe	April 2021
						£2500
E	To partially fund the employment of Teaching Assistants to deliver small group tuition interventions to help address the gaps in the children's learning. Teacher's to adopt a 'Assess, Plan, Do, Review' approach to deciding the content of these tuition groups	Small group tuition is most effective if it is targeted at pupils' specific needs. <i>(Educational Endowment Foundation research: Small Group Tuition)</i> So, teachers will use PiXL Assessments to identify bespoke 1-2-1 or small group tuition intervention plans.	Pupils will 'fill the gaps' in their learning so that they are start to find it easier to access age-appropriate work	Seasonal Term	Andrew Denham Stacey Conroy	April 2021
						£3500
F	Pupils may have families that have challenges with supporting their child's education	<i>See D</i>	<i>See D +</i> Families receive the necessary support from school & external agencies to help meet the educational needs of their child	Seasonal Term	Ellie Pascoe Andrew Denham	April 2021
						n/a
G	To financially support families with funding After School Clubs, Trips and Residential	Broadening a child's experiences and understanding of the wider world gives them confidence, raises their self-esteem and develops the social skills. This will improve their attitude and approaches to learning in the classroom because they have more 'life-experiences to draw on'	All of the PPG children are able to access the clubs, trips and residential they wish to attend, free from financial constraint	Seasonal Term	Ellie Pascoe	April 2021
						£1000
Total budgeted cost						£21,686

Success Criteria for the Desired Outcomes		
	Desired Outcomes	Success criteria: Raised attainment, better progress and...
A.	To raise the attainment and progress of the children	1. All children make accelerated progress in Reading, Writing and Maths
B.	Pupils develop their spoken language skills so that it can be transferred to written sentences and written language comprehension	2. Teachers develop 'vocabulary rich' teaching practice and environment 3. Pupils in 1-2-1/group Colourful Semantics interventions make progress 4. Pupils sentence writing improves, relative to previous years
C.	Pupils are able to access age-appropriate texts because they meet age related expectations Pupils writing develops as an outcome of improvement in their reading	1. Pupils reading progress improves, relative to previous years 2. Pupils improve on their 'pre' and 'post' reading age scores (PM Benchmark) 3. More children reach Age Related Expectations 4. Pupils sentence writing improves, relative to previous years
D.	We have a trained SENCO and Family Inclusion Co-ordinator Teachers and TA's are delivering the appropriate support and provision for children. External services are providing support for the children and families, where necessary	1. A trained SENCO and Family Inclusion Co-ordinator 2. Pupils reading, writing and maths progress improves, relative to previous 3. Pupils have bespoke Pupil Profiles outlining targets and support 4. External services are engaged with support families & outcomes met
E.	Pupils will 'fill the gaps' in their learning so that they are start to find it easier to access age-appropriate work	1. Pupils make progress in their learning interventions 2. The quality of teaching during interventions is good
F.	Families receive the necessary support from school & external agencies to help meet the educational needs of their child	1. Parents know how to support their children's learning better 2. All parents attend parent meetings 3. Attendance for vulnerable children improves
G.	All of the PPG children are able to access the clubs, trips and residential they wish to attend, free from financial constraint	All of the PPG children are able to access the clubs, trips and residential they wish to attend, free from financial constraint

Summary information for previous year					
Academic Year	2019/20	Total PP budget	£24,640	Date of most recent PP Review	November 2020
Total number of pupils	130	Number of pupils eligible for PP	22	Date for next PP Strategy Review	July 2021

Attainment for PPG Children at the end of 2019-2020				
	Pupil Premium Pupils		Non-Pupil Premium Pupils	
	2020 (22 Pupils)	2019 (14 Pupils)	2020 (118 Pupils)	2019 (94 pupils)
% achieving expected standard or above in Reading	<i>No data due to COVID</i>	57%	<i>No data due to COVID</i>	83%
% achieving expected standard or above in Writing	<i>No data due to COVID</i>	28%	<i>No data due to COVID</i>	77%
% achieving expected standard or above in Maths	<i>No data due to COVID</i>	57%	<i>No data due to COVID</i>	79%
Good Levels of Development (EYFS)	<i>No data due to COVID</i>	50% (2 out of 4 pupils)	<i>No data due to COVID</i>	84% (11 out of 13 pupils)

Progress PPG Children between September 2019 to July 2020				
	Pupils eligible for PP (11)		Pupils not eligible for PP (94)	
	July 2019 to July 2020 (22)	July 2018 to July 2019 (14)	July 2019 to July 2020 (22)	July 2017 to July 2018
*Expectation is for 6 STEPs progress				
Average 'STEPS'* progress in Reading	<i>No data due to COVID</i>	6.1	<i>No data due to COVID</i>	6.1
Average 'STEPS'* progress in Writing	<i>No data due to COVID</i>	5.2	<i>No data due to COVID</i>	5.8
Average 'STEPS'* progress in Maths	<i>No data due to COVID</i>	6.0	<i>No data due to COVID</i>	6.0

Review of expenditure for 2019 to 2020: IMPACT

Desired outcome	Action /approach	Estimated impact Note: COVID lockdown had a significant impact on the medium and long-term impact of the actions and approaches we took	Lessons learned	Cost
A. Pupils have the knowledge and skills to improve their receptive and expressive communication skills so that they are able to access the wide curriculum	Staff training (Friday Enrichment Programme) from Speech and Language Therapy service on extending pupil vocabulary and the use of structured questioning in the classroom 1-2-1 additional tuition from the Speech and Language Therapy service (Buy-Back) Resources to support language development	Teachers better equipped with strategies and 'good practice ideas' to address speech and language needs in their classroom A variety of resources now available for teachers to use Individual children have received additional Speech and Language intervention and TA's have had additional training	To ensure that training is kept 'on the boil' throughout the year (with some monitoring) so that it is not forgotten.	£1,144
B. Pupils concentration and attention improves during teaching so that no learning time is wasted	Staff training (Friday Enrichment Programme) on supporting teachers to use the appropriate strategies to support children with attention and concentration needs.	Teachers better equipped with strategies and 'good practice ideas' to address concentration and attention in the classroom	To ensure that training is kept 'on the boil' throughout the year (with some monitoring) so that it is not forgotten.	<i>Part of the £2,889 spent on Friday Enrichment</i>
C. Pupils develop more secure attachments with staff and peers in school so that friendships develop and they can learn more effectively through group work collaboration	Staff training (Friday Enrichment Programme) around Maslow's Hierarchy of Needs and strategies to support attachment/relationship building	Teachers have a better understanding of Maslow's Hierarchy of needs and the importance of understanding and addressing these needs before effective learning can take place.	To refresh staff knowledge and understanding of this Maslow's Hierarchy and the strategies and support that can be put in place for the children	<i>Part of the £2889 spent on Friday Enrichment</i>

<p>D. Pupils have their specific learning needs supported and, where possible, addressed so that they are able to access the wider curriculum effectively through group work collaboration</p>	<p>Staff training (Friday Enrichment Programme) on adaptive teaching strategies, feedback, (Teaching Principles) Employ an HLTA SEND member of staff with the focus on SEND pupil intervention and in class support. TA hours directed towards supporting Personalised Learning Time in the classroom Additional reading intervention support for focus children, including ARCH</p> <p>Resources to support teaching and pupils, including PiXL and Lexia programmes</p>	<p>Staff feeling more confident with adaptive teaching strategies and more skilled at giving effective feedback</p> <p>HLTA was able to plan, deliver and review bespoke interventions for the SEND pupils. Some of these pupils made good progress in the interventions</p> <p>Additional TA support ensured that ‘additional to and different from interventions’ took place for children who needed to ‘catch up’ many of these children made good progress in the interventions</p> <p>The PiXL resources have proved an invaluable resource for understanding where the children are in their learning and providing teaching and learning resources to address gaps</p>	<p>The Teaching Principles need to become embedded into all areas of classroom practice</p> <p>To consider ways in which learning progress in interventions can be transferred into the classroom learning</p> <p>To continue with the PiXL subscription and ensure it is used consistently across the school</p>	<p><i>Part of the £2,889 spent on Friday Enrichment</i></p> <p><i>HLTA cost: £7,500 (half of salary)</i></p> <p><i>Contribution to TA costs: £5,000</i></p> <p><i>Contribution to PiXL subscription: £1,000</i></p>
<p>F. Families are able to support their child’s learning so there is closer collaboration between school and home and the children make better progress</p>	<p>Personalised approach to each family depending on their individualised needs but with a focus on developing regular reading in the family</p>	<p>This did not take place</p>	<p>The school needs dedicated member of staff to be able to deliver this sort of intervention</p>	<p>N/A</p>
<p>G. Pupils are able to access a broad range of experiences and activities so that they are able to draw on them in their learning and social skills</p>	<p>Funding of children to attended extra-curricular activities so that they can develop friendships and social skills, including collaboration, with a mix of children £300 per pupil budget</p>	<p>13 children benefitted from financial support to attend after school clubs, extra-curricular activities and/or residential</p>		<p>£2,341</p>
<p>Total spent 2019/20</p>				<p>£19,874</p>