

# SMPS Pupil Premium Strategy Statement – 2020-21

1. Summary Information					
School	St Michael's CE Primary School, Steventon				
Academic Year	2019-20	Total PP budget	£34,650	Date of most recent PP Review	Feb 2020
Total number of pupils	166	Number of pupils eligible for PP	24	Date for next internal review of this strategy	July 2021

2.1 Outcomes						
		Reading	Writing	Maths		
EYFS Progress in 2020						
Reception	Pupil Premium		Because the school was in lockdown and no formal assessments were carried out countrywide, the data here is not available. The school has embarked on a full assessment of Reading, Writing and Maths in Term1 in order to baseline all pupils and to track progress of PP pupils through the year.			
	Non Pupil Premium					
	Difference					
KS1 Progress in 2019						
Year 2	Pupil Premium					
	Non Pupil Premium					
	Difference					
KS2 Progress in 2019						
Year 6	Pupil Premium					
	Non Pupil Premium					
	Difference					

2.2 Outcomes							
EYFS Attainment in 2020		Proportion of children achieving a Good Level of Development (School)			Proportion of children achieving a Good Level of Development (National - )		
Reception	Pupil Premium (Free school meals)						
	Non Pupil Premium						
	Difference						
KS1 Attainment in 2020		Reading (School)	Reading (National - 2018)	Writing (School)	Writing (National - 2018)	Maths (School)	Maths (National - 2018)
Year 2	Pupil Premium						
	Non Pupil Premium						
	Difference						
KS2 Attainment in 2020							
Year 6	Pupil Premium						
	Non Pupil Premium						
	Difference						

### 3. Review of Expenditure – Academic Year 2019-20

#### i. Quality of teaching for all

Desired outcome	Chosen actions	Impact	Lessons learned	Cost
<p>Children, teachers and parents understand where pupils are in their learning and what their next steps are to ensure progress.</p>	<p>School will begin to use Target Tracker as a means of recording steps in learning, assessing the children and analysing gaps in the learning.</p> <p>Parents will also be provided with two reports prior to parents evening informing them of their child’s progress and attitude to learning.</p> <p>3x per year reporting to parents.</p>	<p>All Teachers in Y1-6 had not received both internal and external training, and were not using Target Tracker to track, analyse and report upon pupil progress accurately.</p> <p>Target Tracker reports are analysed by Leaders on a half-termly basis.</p> <p>There was significant disruption to the school towards the end of the academic year, this had a negative impact on outcomes. However, it must be noted that PP/non PP differences are increasing. Greater consistency in the use of above will be needed going forward.</p>	<p>Inconsistencies in Teacher Assessments still exist, and need to be challenged through more regular opportunities for moderation – both internal and external.</p> <p>“Gap Analyses” are now available for all, which provide detail of gaps in pupil learning. These must be used to plan opportunities to close the gaps in individuals’ learning, to accelerate pupil progress.</p>	<p>£2,850</p>

#### ii. Targeted support

Desired outcome	Chosen actions	Impact	Lessons learned	Cost
Pupil premium pupils achieve in line with non-disadvantaged pupils at the end of KS2.	1:1 and small group weekly interventions in Year 5 and Year 6 with a teacher for maths, reading and writing.	Inaccurate data made full analysis difficult. Exacerbated by no SATs – COVID19	<p>Attainment and Progress Gaps have not been closed to the same extent in KS1, so approach needs to be modified to benefit all pupils across both Key Stages.</p> <p><b>This approach has benefited KS2. Changes to Leadership Structure aim to support curriculum development, staff subject knowledge and pedagogical improvement.</b></p>	£25,475
Close gaps in learning for specific PP pupils including those who are also on the SEND register.	<p>1:1 daily reading support with Teacher or TA.</p> <p>1:1 or small group maths intervention with Teacher or TA using Plus 1 and The Power of 2 and 1stclass@number.</p> <p>1:1 or small group writing intervention using Writeaway Together.</p>	<p>Progress of children eligible for PP across the school compared with those not eligible as follows:</p> <p>Reading: no official data in order to compare. However, teacher assessment shows similar progress. Writing: As for above Maths : As for above</p> <p>Progress of children eligible for pupils with PP and SEND across the school compared with those not eligible as follows:</p> <p>Reading: no official data in order to compare. However, teacher assessment shows similar progress. Writing: As for above Maths : As for above</p>	<p>Significant improvement in both progress and attainment for PP need to take place by consistency in the use of interventions and better use of TAs by allowing teachers more time to conduct fine focus work with PP children.</p> <p>Significant improvement in both progress and attainment for pupils with PP and SEND need to take place by consistency in the use of interventions and better use of TAs by allowing teachers more time to conduct fine focus work with PP children.</p>	
<b>iii. Other approaches</b>				

Desired outcome	Chosen actions	Impact	Lessons learned	Cost
Ensure all pupils have equal access to class educational visits throughout the school.	Funding made available.	Very few trips and visits took place due to COVID19 – no data	Pupil feedback evidences high aspirations of pupils eligible for PP.	£3,230
Increase attendance rates for pupils eligible for PP to over 94%.	<p>Online system (Parents' Evening) for booking parent consultations.</p> <p>Development of stronger relationships between home and school. Focus on talking with parents whenever possible (playground in morning, coffee mornings)</p> <p>Incentives for specific children.</p>	Attendance of pupils eligible for PP was disrupted by lockdown. School had 89% engagement of all pupils but low engagement from PP pupils.	Persistent absence needs to be improved for specific pupils, some of whom are eligible for PP. A specific approach is required for each family.	

4. Barriers to future attainment for pupils eligible for Pupil Premium	
<b>In-school barriers</b>	
<b>A.</b>	COVID19 Lockdown
<b>B.</b>	Low prior attainment. Specific learning challenges, including behaviour, speech, language and communication needs
<b>C.</b>	Individual children are passive in learning, have low academic self-image, and lack motivation and have high behaviour needs
<b>External barriers</b>	
<b>D.</b>	Attendance rate for pupils eligible for PP is low
<b>E.</b>	Parental engagement is inconsistent for some children. Some parents feel defensive due to prior bad experiences, and can feel judged by others.

5. Outcomes		
	<i>Desired outcomes</i>	<i>Success criteria</i>
<b>A.</b>	Progress in core subjects for pupils eligible for PP is at least in-line with those who are not eligible. Children that are off track to meet targets based on their prior attainment will make accelerated progress in comparison with their peers	Termly data drops provide evidence that progress of pupils eligible for PP is at least in line, and is accelerating. The attainment gap for pupils eligible for PP is narrowed.
<b>B.</b>	Pupils eligible for PP leave EYFS with the language and communication skills that they require to access the National Curriculum at the expected level.	All pupils eligible for PP leave EYFS having achieved the ELGs in Speech and Language, Reading and Writing.
<b>C.</b>	Attendance rate for pupils eligible for PP is increased, closer to the whole school figure.	Attendance rate for pupils eligible for PP is at least 95% Proportion of pupils eligible for PP who have persistent absence is reduced to 10% or below.

**D. Planned expenditure – Academic Year 2020-21**

**i. 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	Review
<p>The quality of teaching and learning experienced by all is consistently good.</p> <p>Focus on planning, differentiation (including challenge for all) and learning dialogue</p> <p>Children who are off track to meet targets based on their prior attainment will make accelerated progress in comparison with their peers</p>	<p>SIP action - see T&amp;L and EY Action Plans</p> <p>Bespoke CPD for all Teachers</p> <p>Shared good practice and visits to other settings</p> <p>Accelerated Reader</p>	<p>Current Self Evaluation</p> <p>Research shows that the most impactful intervention is quality first teaching and learning. The difference that this can make is an additional 8 months of progress in a year. The Accelerated Reader programme - on average - results in children making an additional 6 months progress in a year (particularly in the first two years)</p> <p>We will expect to see the amount of progress being made by all children to improve and would expect children who are entitled to funding without any SEND issues to make progress at least in line with other children. Children from this group that need to catch up should make better progress than other children</p> <p>We expect that the Accelerated Reader programme will help children that were behind make accelerated progress. Reading ages should increase by more than a year and a half in a year for children that are behind (bar those with significant SEND).</p>	<p>Increased leadership capacity through appointment of Learning Coordinators</p> <p>Rigorous monitoring which links with a CPD cycle</p> <p>1:1 Pupil Progress Meetings, with teachers, HT and Learning Coordinators present</p>	<p>HT</p>	<p>Pupil Information analysis x6</p> <p>Lesson monitoring x3 per year</p> <p>Curriculum Gobs x6 per year</p> <p>Governor monitoring visits</p>

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Pupils who are eligible for PP have individualised targets, which aim to overcome their specific barriers.	Class teachers spend time each week giving specific feedback to the children entitled to PP funding who need to make accelerated progress to meet their targets	<p>Evidence shows that feedback is a powerful tool in improving progress and can add an additional 8 months progress in a calendar year.</p> <p>Teachers will look through children’s work with them each week, because this strengthens relationships, and helps the teacher and child to identify precise areas for more teaching, areas to practice, and areas where progress is strong.</p> <p>We would expect that children who receive this support can talk about their learning and what they need to do to make progress. We would expect that these children make at least good progress and that the work in their books shows tasks are well matched to their needs.</p>	<p>By focusing teachers’ effort on the children who will benefit most rather than expecting such detailed feedback to everyone</p> <p>Book scrutiny with teachers to support them with ideas and strategies</p> <p>Discussion with pupils</p>	Teachers	<p>Pupil Information analysis x6</p> <p>Lesson monitoring x3 per year</p> <p>Curriculum Gobs x6 per year</p> <p>Governor monitoring visits</p>

<p>Pupils eligible for PP leave EYFS with the language and communication skills that they require to access the National Curriculum at the expected level.</p>	<p>Appointment of EYFS lead practitioner to support the development of the curriculum and enhance adult interactions</p> <p>Joint planning for progression in communication, speech and language skills across the EYFS</p>	<p>Communication and language approaches emphasize the importance of spoken language and verbal interaction for young children. They are based on the idea that children’s language development benefits from approaches that explicitly support communication through talking, verbal expression, modelling language and reasoning. Communication and language approaches used in the early years include reading aloud to children and discussing books, explicitly extending children’s spoken vocabulary by introducing them to new words in context, and by drawing attention to letters and sounds. They also include approaches more directly aimed at developing thinking and understanding through language, such as ‘sustained shared thinking’ or ‘guided interaction’ Research suggests that an additional 6 months progress can be achieved each calendar year.</p> <p>We would expect to see improved progress for all children when compared with our performance historically.</p>	<p>PP entitled children with language and communication gaps on entry will be targeted for additional adult-led communication activities. We will use screening tools to ensure there are no specific speech, language and communication difficulties, and where there are, we will ensure we refer on for further intervention programmes to be put into place</p> <p>Our ethos and curriculum planning in EYFS is designed with the EEF early Years toolkit in mind. Our provision incorporates all approaches that offer additional progress</p>	<p>EYFS Leader</p>	<p>Pupil Information analysis x6</p> <p>Lesson monitoring x3 per year</p> <p>Curriculum Gobs x6 per year</p> <p>Governor monitoring visits</p>
<p>Levels of conduct and learning behaviours are consistent for all children.</p>	<p>Teachers will actively build relationships with underperforming PP children and their families</p> <p>Individual plans will be written with support from the SENDCo to ensure that children are supported to self-regulate</p>	<p>Research shows that targeted interventions for those diagnosed or at risk of emotional or behavioural disorders produce the greatest effects of around an additional three months progress.</p> <p>We would expect that children are better able to regulate their behaviour because their needs are well understood, and their needs are met. Progress should improve for most children in this group and incidents of difficult or dangerous behaviour should reduce over time.</p> <p>Children entitled to PP, or who have SEND and are entitled to PP will not be over-represented in exclusion figures.</p> <p>This group of children will have positive attitudes to themselves and school.</p>	<p>Produce plans for individuals that clearly outline to staff expectations on them and the child</p> <p>Liaise closely with parents, and external support agencies and professionals, to ensure that teachers understand childrens’ needs and appropriate strategies to support them</p> <p>Ensure that teachers are given time to work with the SENDCo through appropriate cover</p>	<p>SENDCo</p>	<p>Pupil Information analysis x6</p> <p>Lesson monitoring x3 per year</p> <p>Curriculum Gobs x6 per year</p> <p>Governor monitoring visits</p>

<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Attendance rate for pupils eligible for PP is increased, closer to the whole school figure.	<p>School works in partnership with families and the LA LCSS service to reduce any barriers to attendance and improve attendance for individuals</p> <p>Funding may be used here to remove individual barriers (e.g. paying bus costs or for a bicycle or to support attendance at breakfast club)</p>	<p>Children cannot learn if they are not in school. Where attendance is less than 95% progress will be impacted.</p> <p>School recognises that some families may have barriers that make punctuality difficult.</p> <p>We would expect that the attendance of any child which is less than 95% will be improved following planning with parents and or other professionals.</p>	The school will seek guidance from the LA and LCSS where attendance is not improved over time. This may in some cases include legal process	HT	<p>Pupil Information analysis x6</p> <p>Lesson monitoring x3 per year</p> <p>Curriculum Gobs x6 per year</p> <p>Governor monitoring visits</p>
Individual funds / resources available to support home learning as discussed with parents	Teachers get to know parents of underperforming PP children and PP children who are targeted to achieve GDS as a priority, and communicate in person or by phone or email at least once per term. All staff aim to make school easy to reach.	Two recent meta-analyses from the USA suggested that increasing parental engagement in primary and secondary schools had on average two to three months' positive impact. There is some evidence that supporting parents with their first child will have benefits for siblings.	HT will ensure that he contacts parents of targeted children termly to ensure they feel supported and to identify any barriers that school could support with.	Class teachers HT	Parental surveys twice per year