

Pupil premium strategy statement 2020-21

1. Summary information					
School	St. Nicholas CE Primary School West Tanfield				
Academic Year	20/21	Total PP budget	£6725	Date of most recent PP Review	April 2019
Total number of pupils	35	Number of pupils eligible for PP	6	Date for next internal review of this strategy	July 2021

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average for non PP)</i>
% achieving expected standard or above in reading, writing & maths	33%	25% (National 70%)
% making expected progress in reading (as measured in the school)	33%	36% (National 75%)
% making expected progress in writing (as measured in the school)	33%	33% (National 76%)
% making expected progress in mathematics (as measured in the school)	33%	25% (National 76%)

3. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Our pupils eligible for pupil premium have low emotional resilience and low self-esteem. Often they receive little support with home learning
B.	In KS1 & KS2 some pupils (not just PP) require additional support in Writing and Maths to bring attainment in line with expectations. Some pupils enter year groups in September having not achieved ARE for previous year group.
C.	Some pupils eligible for pupil premium also have other factors, such as specific needs, SEMH and mobility, to consider when planning successful intervention and support.
Additional barriers (<i>including issues which also require action outside school, such as low attendance rates</i>)	

D.	An increase in the number of families in need has led to the need for increased support with emotional and social needs of pupils by facilitating attendance at after school clubs, residential trips and providing key workers in school.	
4. Intended outcomes (<i>specific outcomes and how they will be measured</i>)		Success criteria
A.	Develop emotional resilience and increase self-esteem. Ensure that our children are ready and prepared for the day ahead. Ensure our children receive support with remote learning/homework and all access barriers are removed. (Measured through higher rates of progress for pupils eligible for pupil premium).	Children will be well equipped and able to overcome emotional challenges and show higher levels of self-esteem. Children will be well rested, fed and ready for the day ahead in good time. Children will complete all necessary remote learning and homework tasks.
B.	Children will make progress in line with national expectations or better in Reading, Writing and Mathematics	Teacher assessments supported by internal and external test data will show RWM progress is in line with national expectations or better for all children.
C.	Children are supported to be able to get the most out of school experiences. PP children access the school curriculum and wider opportunities regardless of family income and personal circumstances.	All children will be able to access all activities including extra-curricular clubs, educational visits (including residential) and wrap-around care. All pupils will have the appropriate uniform, resources and support to enable them to play a full and active role in school life and feel included, valued and equal.
D.	Transition into new year groups in mixed-age/cross-phase classes will be well supported with in-class TA support, small group nurture and intervention work as necessary. Organisation and effectiveness of class structures will be reviewed regularly and improvements made for PPG children using PPG funding wherever possible.	Children will settle into new year groups quickly to allow accelerated learning to take place. All pupils including those in receipt of PPG funding will flourish in well-supported classes.

5. Planned expenditure

Academic year

2020 21 £7052

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Provision of in-class TA support during all morning sessions to aid learning of all in mixed-age classes and support transition across the phases and key stages. Implement training to 'Maximise the Practice of TAs' to upskill all teachers and TAs)	Children of all age groups are taught and learn effectively, making good progress from their starting points. Children are well-supported and feel secure when transitioning across key stages.	There are increased challenges for staff and pupils in whole key-stage/cross-phase classes. TA support enables the teacher to ensure better differentiation and targeted coverage of the NC. TA support also ensures a lower adult:child ratio which increases the capacity for pastoral as well as academic support.	Half-termly pupil progress meetings Lesson observations Performance management Regular liaison between all teachers/TAs in team Review meetings with parents/pupils/staff	HT	Termly January 2021

Phillip Webb training for whole class reading	Reading progress will be accelerated.	Many of our children do not have access to reading materials in the home.	Lesson observations	KS2 staff (AH)	Termly
Timetable amendments	Motivation and interest in books will increase.	Pressures of modern family life often mean parents find it difficult to support children at home.	Monitor children's and parents' responses in reading diaries		
Investment in good quality contemporary reading materials	Positive impact on quality of writing.	Research and success in our own school (2017/18) shows that this approach raises standards in reading and writing.	Monitor progress using PIRA tests and teacher assessment for writing		
Invest in read theory resources					

Total budgeted cost £2,340 + 500

ii. Targeted support

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
SENCO to train TAs to use specific interventions: Lego therapy 1st class @ Number	Children's confidence in their reading ability will increase leading to higher levels of motivation and progress	Paired Reading is an evidence-based intervention which accelerates progress in reading and boosts confidence. It also reduces frustration for the child and parents to make reading together a more pleasurable experience. Pressures of modern family life often mean parents find it difficult to support children at home.	Measure impact using ratio gains Review meetings with parents/teachers/pupils Performance management of TA	SENCO	Termly Pupil Progress Meeting

Additional TA hours (5.75) allocated and training provided for the delivery of targeted intervention work to include: -Lego Therapy -Phonological Awareness Training -1 st class at number	Children will make progress in line with national expectations or better in Reading, Writing and Mathematics. Social, emotional, communication and interaction skills will be improved.	Progress and attainment is a concern for some children. Use of targeted evidence-based interventions accelerate progress.	Impact of all intervention programmes is carefully measured by the SENCO. Termly pupil progress meetings Performance management Monitoring by subject leaders Review meetings with	SENCO (SEN Gov/HT)	Termly Pupil Progress Meeting
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Total budgeted cost £ 2340

iii. Other approaches

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Breakfast club and homework club to support vulnerable learners	Children will receive support in completing home learning. They will be ready for the school day ahead	Frequent reading improves progress.	Class teachers will review who needs this provision along with SENCo at PP meetings.	SENCo	April 2020 – and agree next steps

£1,872

Total budgeted cost **£7052**

6. Additional detail

