

Pupil premium strategy statement primary

1. Summary information					
School	St. Cedd's Church of England Primary School				
Academic Year	2020/21	Total PP budget	£13,450	Date of most recent PP Review	Sep 20
Total number of pupils	105	Number of pupils eligible for PP	10	Date for next internal review of this strategy	Sep 21

2. Current attainment		
*No external data for 2019/20 due to Covid-19. Figures based on predicted end of year results using Spring data.	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
% achieving expected standard or above in reading, writing & maths- in Year 6*	75% (3/4 pupils)	82% (9/11 pupils)

3. Barriers to future attainment (for pupils eligible for PP)	
In school barriers	
A.	Impact of progress and attainment of pupils due to Covid-19 school closure.
B.	Impact of Covid-19 school closure on children's emotional well-being, particularly for the small number who already experience social, emotional or behavioural difficulties.
C.	Some parents are unable to afford enrichment activities such as school visits and activities, increased further by the impact of Covid-19.
External barriers	
D.	Lack of home support for some children.

E.	Impact Covid-19 pandemic has had on some families and their home situation.	
4. Desired outcomes (<i>specific outcomes and how they will be measured</i>)		Success criteria
A.	Raise attainment in reading, writing and maths so that a greater % of disadvantaged pupils achieve expected standard and greater depth.	Data will show that progress and achievement will be in line with all pupils in the school and the national average.
B.	Support disadvantaged pupils with social and emotional difficulties to establish positive relationships with their peers and staff enabling them to be better emotionally prepared for work.	Termly teacher assessments will show that pupils make at least expected progress. Staff and pupil perceptions, alongside pupil outcomes, will provide evidence that pupils emotional well-being is good.
C.	Provide disadvantaged pupils with equal access to all areas of the curriculum and activities as their non-disadvantaged peers.	All children in receipt of pupil premium will take part in school visits and will attend at least one after school club or have music lessons.

5. Planned expenditure

Academic year

2020-21

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

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
Raise attainment in reading, writing and maths so that a greater % of disadvantaged pupils achieve expected standard and greater depth.	Support staff to work with identified pupils during Reading, Writing and Maths lessons; Teachers to plan for gaps in knowledge with Learning Support Assistants leading on intervention; CPD to improve teaching of reading, writing and maths across the school.	Progress and attainment of pupils eligible for pupil premium funding needs to improve rapidly through staff implementation of targeted intervention; Teachers and support staff need training to enhance learning opportunities for pupils across the school; Learning Support Assistants require training on Precision Teaching and FFT to develop pupils' literacy skills.	Half termly assessments and pupil progress meetings; observation and monitoring; SLT meetings; Governor reviews.	Class Teacher/ Headteacher/ SLT	Half termly

Increase the number of pupils meeting at least expected standards in reading, writing and maths at the end of KS1 and KS2.	<p>Qualified teacher to deliver booster sessions;</p> <p>Teachers to plan for gaps in knowledge with Learning Support Assistants leading on intervention;</p> <p>Online 1:1 tuition to boost maths;</p> <p>CPD to improve teaching of reading, writing and maths.</p>	Pupils meeting expected standards in writing and maths is below national average.	Half termly assessments and pupil progress meetings; observation and monitoring; SLT meetings; Governor reviews.	Class teacher/ Headteacher/ SLT	Half termly
The % pupils meeting the required standard in Phonics will be in-line with the national average.	<p>Headteacher to lead daily phonics lessons;</p> <p>Intervention will be lead by the Headteacher and Learning Support Assistants.</p>	Pupils in receipt of pupil premium funding achieved the expected standard in Phonics.	Continue to provide additional sessions run by Learning Support Assistants.	Class Teacher/ Headteacher/ SLT	The % pupils meeting the required standard in Phonics will be in-line with the national average.
ii. 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

Support disadvantaged pupils with social and emotional difficulties to establish positive relationships with their peers and staff enabling them to be better emotionally prepared for work.	Small group work; 1:1 support	To support the mental health and well-being of disadvantaged and vulnerable pupils through small group and 1:1 support.	Pupil voice; Assessment outcomes; staff/ parent feedback	All staff	Half termly
iii. Other approaches					
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
Provide disadvantaged pupils with equal access to all areas of the curriculum and activities as their non-disadvantaged peers.	Subsidise/fund educational visits and after-school clubs to assist all disadvantaged pupils to take part in trips/ visits.	Provide pupils in receipt of pupil premium funding with the opportunity to experience life skills and learning outside of the classroom and away from their immediate environment.	Pupil/ parent/ staff feedback.	All staff	End of academic year
Total budgeted cost					£13,807.38

6. Review of expenditure

Previous Academic Year

i. Quality of teaching for all

Desired Outcome	Chosen Action/ Approach	Estimated impact:	Lessons learned	Cost
Raise attainment in reading, writing and maths so that a greater % of disadvantaged pupils achieve expected standard and greater depth.	Support staff to work with identified pupils across classes; Teachers to plan for gaps in knowledge with Learning Support Assistants leading on intervention; CPD to improve teaching of reading, writing and maths across the school.	Progress and attainment of pupils eligible for pupil premium funding needs to improve rapidly through staff implementation of targeted intervention; Teachers and support staff need training to enhance learning opportunities for pupils across the school; Learning Support Assistants require training on Precision Teaching to develop pupils literacy skills.	Half termly pupil progress meetings; assessment; observation and monitoring; SLT meetings; Governor reviews.	

Increase the number of pupils meeting at least expected standards in reading, writing and maths at the end of KS2.	Part time staff to work with disadvantaged pupils in upper KS2; Qualified teachers to deliver booster sessions; Teachers to plan for gaps in knowledge with Learning Support Assistants leading on intervention;	Pupils meeting expected standards in writing and maths is below national average.	Half termly pupil progress meetings; assessment; observation and monitoring; SLT meetings; Governor reviews.	*see combined below
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ii. 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
Support disadvantaged pupils with social and emotional difficulties to establish positive relationships with their peers and staff enabling them to be better emotionally	Small group work; 1:1 support	To support the mental health and well-being of disadvantaged and vulnerable pupils through small group and 1:1 support.	Pupil voice; assessment outcomes; staff/ parent feedback	£17,868.15
Improve attendance of disadvantaged pupils so that it is at least in line with non-disadvantaged pupils.	Monitoring of weekly attendance by class teacher and attendance leads; meeting with parents when attendance drops below 96%; attendance awards.	Increased attendance will impact directly on pupil outcomes.	Attendance reports.	

iii. Other approaches				
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
Provide disadvantaged pupils with equal access to all areas of the curriculum and activities as their non-disadvantaged peers.	Subsidise/fund educational visits and after-school clubs to assist all disadvantaged pupils to take part in trips/ visits.	Provide pupils in receipt of pupil premium funding with the opportunity to experience life skills and learning outside of the classroom and away from their immediate environment.	Pupil/ parent/ staff feedback.	£327
Provide breakfast club to help improve pupils' academic attainment, attendance and behaviour.	Daily breakfast club.	Research shows that schools providing a before-school breakfast club can help improve pupils' academic attainment.	Pupil voice; assessment outcomes; staff/ parent feedback	£38
Total cost				£18,233.15