

Pupil Premium Strategy Statement 2020-21

1. Summary information					
School	Kirkby Malzeard CE Primary School				
Academic Year	2020/21	Total PP budget	£13,725	Date of most recent PP Review	Sept 2020
Total number of pupils	85	Number of pupils eligible for PP	7	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	14%	71%
% making expected progress in reading (as measured in the school)	42%	
% making expected progress in writing (as measured in the school)	14%	
% making expected progress in mathematics (as measured in the school)	28%	
3. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>		
A.	Low emotional resilience and low self-esteem.	
B.	Below ARE for reading attainment	

C.	Difficulties in learning behaviours e.g. lack of independence and resilience	
External barriers (including issues which also require action outside school, such as low attendance rates)		
D.	A high proportion of PP pupils have attendance less than 95%	
E.	External environmental factors prevent engagement in lessons due to low energy levels and healthy child needs	
4. Desired outcomes (specific outcomes and how they will be		Key Strategies/Actions
A.	Improved social and emotional skills and self-esteem for all pupils including those eligible for pupil premium. Outcome will be measured through SEMH assessment tool, supported by classroom observations and pupil interviews.	Dedicated pastoral mentor Breakfast club to support 'readiness' for the school day Identifying need checklist/procedure introduced to support teachers in identifying need.
B.	Higher rates of attainment in reading, writing and maths 'closing of the gap' between ARE and attainment for pupils eligible for pupil premium. Outcome will be measure through internal tracking and assessment procedures.	Homework club/breakfast club to target additional reading Personalised same day interventions Targeted additional reading support from trained staff. Targeted support materials Whole staff training on improving quality of English
C.	Most children to have made expected or accelerated progress in reading, writing and maths by the end of the academic year.	Homework club/breakfast club to target additional reading Personalised same day interventions Targeted support materials Dedicated learning mentor to support and model appropriate learning behaviours.

D.	Attendance for all pupils will be above 95% across the academic year. Outcome measure through attendance tracking system.	Rigorous monitoring and follow-up systems in place – see attendance procedure Attendance at breakfast club with a meet and greet from nurture mentor Pastoral mentor provides strengthened liaison between home and school
E.	Most children to have made expected or accelerated progress in reading, writing and maths due to improved participation by the end of the academic year.	Dedicated learning mentor to support and model appropriate learning behaviours and organisation skills. Access to breakfast club for vulnerable children, providing healthy food and homework support.

5. Review of expenditure				
Previous Academic Year		2019/20		
i. Quality of teaching for all				
Intended outcome	Action	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if	Lessons learned (and whether you will continue with this approach)	Cost
A. Develop emotional resilience & increase self-esteem.	CPD – whole staff training for mental Health (Compass Buzz & Emotional Literacy	<ul style="list-style-type: none"> • Pupil Progress for PPFG pupils shows improvement in certain year groups • Staff more confident in their approach when working with pupils 	Feedback received from staff and pupils is positive and whole-school approaches have been received well by teachers and parents Compass Buzz work to continue and be embedded into whole-school approach for SEMH	CPD training

<p>B.</p> <p>Improved 'Phonic Outcomes' for pupils receiving PFG.</p> <p>Focussed phonics teaching to ensure gaps are targeted</p> <p>Regular tracking of pupils to ensure progress</p>	<p>CPD - phonics training for relevant staff</p> <p>TA support for phonics groups</p> <p>Training of all staff to ensure fidelity of teaching and regular accurate tracking systems</p>	<ul style="list-style-type: none"> • Pupil Progress for PFG pupils shows improvement in certain year groups • Phonics training completed by majority of staff • Tracking systems have become more robust • TA/Teacher support given to pupils during 1-1 and small group sessions 	<p>Review of phonics support to be reviewed by SLT & SENCo to assess impact as teacher input ensured a more seamless approach to phonics support in school – timetabling did present as problematic</p> <p>All staff trained ensures a much more robust approach to phonics for all pupils</p>	<p>Staffing</p>
<p>C.</p> <p>Improved progress for PFG pupils at end of Key Stage 1 & 2 – writing</p>	<p>CPD – all staff to receive P4W training to inspire and motivate writing across the curriculum</p>	<ul style="list-style-type: none"> • Pupil Progress for PFG pupils shows improvement in certain year groups • Purpose for writing has enthused pupils – evidence in pupil voice 	<p>Continue ensuring purpose for writing and monitor regularly through SL visits</p>	<p>SL monitoring costs</p>

<p>D.</p> <p>Improved progress for PPFG pupils at end of Key Stage 1 & 2 – maths</p>	<p>CPD – all staff to receive maths training from the maths subject lead</p>	<ul style="list-style-type: none"> • Pupil Progress for PPFG pupils shows improvement in certain year groups <p>Maths training has improved first quality teaching</p>	<p>Continue monitoring of maths teaching</p>	<p>SL monitoring time</p>
---	--	---	--	---------------------------

ii. Targeted support

Intended outcome	Action	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
-------------------------	---------------	---	---	-------------

<p>A.</p> <p>Develop emotional resilience & increase self-esteem.</p> <p>Higher rate of progress due to increase in emotional resilience</p>	<p>TA trained specifically in Emotional Literacy & well-being (GM)</p> <p>Nurture intervention available for specific pupils</p> <p>Morning 'Meet & Greet' for specific pupils</p>	<ul style="list-style-type: none"> • Pupil Progress for PFFG pupils shows improvement in certain year groups • Pupil Voice and parental feedback shows is positive 	<p>Continue where possible to promote the role of nurture lead within the school</p>	<p>Training</p>
<p>B.</p> <p>Improved 'Phonic Outcomes' for pupils receiving PFFG.</p> <p>Focussed phonics</p>	<p>Small group targeted support</p>	<ul style="list-style-type: none"> • Small group targeted support shows some progress for individual pupils 	<p>Ensure consistency in all approaches</p> <p>High quality phonics with 'catch-up' proving more successful than groups being taught out of the classroom</p>	<p>Staffing</p>
<p>C.</p> <p>Improved progress for PFFG pupils at end of Key Stage 1 & 2 – writing</p>	<p>Small group writing projects for targeted pupils/groups</p>	<ul style="list-style-type: none"> • Progress made for some PFFG individuals and vulnerable pupils 	<p>Close monitoring of pupils progress by SLT & SENCo will ensure that targeted support available as and when appropriate – careful timetabling and provision essential</p>	<p>Staffing</p>

<p>D.</p> <p>Improved progress for PPFG pupils at end of Key Stage 1 & 2 – maths</p>	<p>Small group maths intervention for targeted pupils/groups (Success @ Arithmetic)</p>	<ul style="list-style-type: none"> Progress made for some PPFG individuals and vulnerable pupils 	<p>Close monitoring of pupils progress by SLT & SENCo will ensure that targeted support available as and when appropriate – careful timetabling and provision essential</p>	<p>Staffing</p>
---	---	---	---	-----------------

iii. Other approaches

Intended outcome	Action	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
<p>E.</p> <p>Pupils from families in need will be supported through times of trauma & supported financially where appropriate e.g. Ingleborough & Carlton Lodge</p>	<p>To cover the costs of swimming and other educational visits.</p> <p>Funded places at after-school clubs and holiday clubs.</p>	<ul style="list-style-type: none"> Pupils and families have been supported as needed and approached by SLT accordingly Breakfast Club implemented to support vulnerable pupils and pupils at risk of underachieving Pupils are encouraged to attend school 	<p>All pupils are able to access learning Breakfast Club successful and encouraged good attendance</p>	<p>Staffing Costs</p>

6. Planned expenditure

Academic year

2020-21 £13, 725

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?
Identifying need checklist/procedure introduced to support teachers in identifying need within their class	Improved social and emotional skills and self-esteem for all pupils including those eligible for pupil premium.	Low emotional resilience and low self-esteem.	Outcome will be measured through SEMH assessment tool, supported by classroom observations and pupil interviews.	RW/EO	Termly

Personalised same day interventions implemented by teaching staff	Higher rates of attainment in reading, writing and maths	Baseline assessment shows pupils need catch-up programmes to be on-track following COVID-19 absence	Outcome will be measure through internal tracking and assessment procedures.	RW/EO	Half-termly
Targeted additional reading support provided for pupils in class	Higher rates of attainment in reading 'closing of the gap' between ARE and attainment	Below ARE for reading attainment	Outcome will be measure through internal tracking and assessment procedures.	RW	Half-termly
Whole staff training provided on improving quality of English teaching	Higher rates of attainment in reading and writing and maths 'closing of the gap' between ARE and attainment	Baseline assessment shows pupils need catch-up programmes to be on-track following COVID-19 absence	Outcome will be measure through internal tracking and assessment procedures. Monitoring Pupil feedback	RW	Termly

Training provided for support staff on reading recovery programme	Higher rates of attainment in reading 'closing of the gap' between ARE and attainment	Below ARE for reading attainment	Outcome will be measure through internal tracking and assessment procedures. Monitoring Pupil feedback	RW	Termly
---	---	----------------------------------	--	----	--------

Total budgeted cost

£6000

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?
Dedicated pastoral mentor employed to support PP pupils and pupils identified as vulnerable	Improved social and emotional skills and self-esteem for all pupils including those eligible for pupil premium.	Low emotional resilience and low self-esteem. Difficulties in learning behaviours e.g. lack of independence and resilience	Well-being pupil questionnaires Pupil check-ins	RW/GM	Half-termly

<p>Breakfast club implemented to support 'readiness' for the school day with meet and greet facility from nurture mentor</p>	<p>Improved social and emotional skills and self-esteem for all pupils including those eligible for pupil premium.</p> <p>Higher rates of attainment in reading, writing and maths 'closing of the gap' between ARE and attainment for pupils eligible for pupil premium.</p>	<p>Low emotional resilience and low self-esteem. Difficulties in learning behaviours e.g. lack of independence and resilience</p> <p>External environmental factors prevent engagement in lessons due to low energy levels and healthy child needs</p>	<p>Outcome will be measure through monitoring of internal tracking and assessment procedures.</p>	<p>RW/GM</p>	<p>Half-termly</p>
<p>Homework club/breakfast club implemented to target additional reading</p>	<p>Most children to have made expected or accelerated progress in reading by the end of the academic year.</p>	<p>Baseline assessment shows a drop in reading attainment and a reluctance to read following COVID-19 absence</p>	<p>Outcome will be measure through monitoring of internal tracking and assessment procedures.</p>	<p>RW/GM</p>	<p>Half-termly</p>

Access to breakfast club for identified vulnerable children, providing healthy food and homework support.	Improved well-being and outcomes for all vulnerable pupils in school	External environmental factors prevent engagement in lessons due to low energy levels and healthy child needs	Regular monitoring of vulnerable pupil register	RW/GM	Half-termly
---	--	---	---	-------	-------------

Total budgeted cost £ 4000.00

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?
Rigorous attendance monitoring and follow-up systems implemented – see <i>new attendance procedure</i> Pastoral mentor to provide strengthened attendance liaison between home and school	Improved attendance for PP pupils	A high proportion of PP pupils have attendance less than 95%	Regular monitoring of whole-school attendance	ST	Half-termly

Total budgeted cost **£720**

7. Additional detail

Other outgoings:

Additional staffing for vulnerable children to attend extended bubble during COVID

£3000 staffing