

Pupil premium strategy statement 2020-21

School overview

Metric	Data
School name	Steam Mills Primary
Pupils in school	117
Proportion of disadvantaged pupils (FSM and Ever 6)	25%
Pupil premium allocation this academic year	£18,830
Academic year or years covered by statement	2020-21
Publish date	December 2020
Review date	September 2020
Statement authorised by	Mel Davis
Pupil premium lead	Jennifer Thomas
Governor lead	Vashti Tingay

Disadvantaged pupil progress scores for last academic year 2019 (no SATs 2020)

Measure	Score
Reading	+4.46
Writing	+3.50
Maths	+4.26

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	To improve outcomes and motivation to learn, particularly in writing (including cross curricular).
Priority 2	Focus on vocabulary linking then to application in reading.
Barriers to learning these priorities address	Learning attitudes linked to resilience and self-esteem.
Projected spending	£18,830

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	To achieve at least the National Average reading scores in KS2 (0) and continue recovery curriculum to support interventions.	July 2021
Progress in Writing	To achieve at least the National Average in Writing for Expected and promote these standards cross-curricular	July 2021
Progress in Mathematics	To achieve at the least the National Average in Maths with the support of Teaching for Mastery	July 2021
Phonics	To achieve the National Average in Phonics Screening for the expected standard and support Y3s with catch up/gaps	July 2021
Other	Recovery Curriculum – to prioritise fundamentals of the curriculum and ensure the children are being supported with SEMH.	July 2021

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Targeted academic support for current academic year

Measure	Activity
Priority 1	Quality First Teaching alongside targeted interventions and support in class with writing via regular verbal feedback from class teachers and support via 1:1 and small groups with TA's. Use of CPD in writing to support teachers in providing appropriate strategies and resources.
Priority 2	Use of knowledge organisers to support with building of vocabulary for core themes in school, use of stem sentences in Maths to promote correct vocabulary, opportunities to explore language and words to improve breadth and precision of vocabulary used. Talk Blast to be used for EYFS.
Barriers to learning these priorities address	Attitudes to learning linked to resilience, levels of self-motivation and concentration

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Recovery curriculum – adapting to the needs of children based on their level of engagement through lock down with home learning	Implementing CPD and disseminating through staff meetings and use EEF guidance. Using AfL to monitor and close gaps via teaching and interventions. Use of catch up funding to provide additional interventions. Frequent monitoring and evaluation of impact on PP children.
Targeted support	Gaps due to engagement during lockdown; gaps in wider knowledge linked to vocabulary	Use of pre-teaching; knowledge organisers to be sent home to engage both pupils and parents; opportunities to revisit knowledge; explicit use of stem sentences in interventions and Talk Boost to be used in EYFS and Year 1.
Wider strategies	Low engagement, motivation and concentration.	Make me a Superhero and other schemes/interventions to build resilience. Attendance during breakfast/after school club to have access to technology and resources to support with homework. Use of class based incentives linked to learning behaviours. Engagement with parents

Review: last year's aims and outcomes

Aim	Outcome
1:1 learning review time with class teachers, discussing work, next steps etc, pupil wellbeing etc	The children reported (before lockdown) that they found the sessions useful as they could identify what they needed support with and have help with it, ask questions that they didn't want to ask in front of their peers and feel more confident that they were on the right lines when they went back into class. Teachers reported that they were able to spend quality time with the children, not only in terms of working academically but it also gave the time to support them pastorally

<p>Develop opportunities for PP children to improve their reading skills through regular reading opportunities and work on comprehension.</p>	<p>Before lock down, disadvantaged children were on track to achieve the standards in phonics and statutory reading assessments in KS2. 2018-19 data shows children were above National Average (no SATs in 2020)</p>
<p>Implementation of Talk Blast for children in Pre-School and YR with speech and language difficulties</p>	<p>Based on discussions with SENDco and class teacher, there were improvements in children's verbal skills within the classroom environment.</p>
<p>Funding for Breakfast Club, extra-curricular visits and clubs.</p>	<p>Children, prior to lockdown, attended clubs, over 60% were attended BC/AC and were able to access school trips. Children benefitted from the same opportunities as their peers.</p>