



**Stathern Primary School**  
'Nurture, Inspire, Discover, Create'

**Pupil Premium Strategy Statement 2020-2021**

**Summary Information**

<b>School</b>	Stathern Primary School				
<b>Headteacher</b>	Mrs Karen Lambert				
<b>Academic Year:</b>	2020-2021	<b>Total Pupil Premium budget:</b>	£19,080	<b>Date of most recent Pupil Premium Review:</b>	November 2019
<b>Total number of pupils</b>	99	<b>Number of pupils eligible for Pupil Premium Grant:</b>	4 x PP/FSM (PPG) 6 x PLAC (PP+G)  Total = 10	<b>Date for internal review of Pupil Premium Strategy</b>	December 2020

**Current Context**

Due to COVID19, data is based on teacher assessment which has encompassed pre-lockdown testing, teacher judgements, predictions and forecasts and evidence shown within home learning. Home learning has been carried out throughout lockdown 1 and provision for disadvantaged pupils (DP) has been made through weekly telephone calls, vulnerable and key worker groups in school, individual and personalised marking and feedback.

Due to COVID19, this strategy is only reporting data for statutory assessment points and funding was not spent as usual due to school closure.

Data for the summer term will be, as stated by the DfE, on the 3<sup>rd</sup> December 2020, a mixture of teacher based assessments in year 2 and 6, with some formal assessments in Maths and reading in year 6, and a phonics screen in Year 1.

All other assessments will be based on teacher assessments across the rest of the school.

Data for 2020 – no texts administered, and children not in school to complete teacher assessments. Baseline assessments came from staff in September 2020.



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**Current attainment end of year 2019-2020 Phonics Year 1 teacher assessment data**

<i>Pupils eligible for PP (our school)</i>	<i>Pupils not eligible for PP (our school)</i>	<i>Pupils not eligible for PP (national average)</i>
0%	85%	

**Current attainment end of year 2019-2020 End KS1 teacher assessment data**

	<i>Pupils eligible for PP (our school)</i>	<i>Pupils not eligible for PP (national average)</i>
% making progress WA or above in reading	0%	
% making progress WA or above in writing	0%	
% making progress WA or above in maths	0%	

**Current attainment end of year 2019-2020 End KS2 teacher assessment data**

	<i>Pupils eligible for PP (our school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	44%	
% making progress WA or above in reading	33%	
% making progress WA or above in writing	33%	
% making progress WA or above in maths	67%	



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Current attainment end of year 2019-2020 for all Pupil premium using teacher assessment data	R (0)	1 (1SN/PLAC)	2 (1 SN)	3 (0)	4 (3 - 2SN)	5 (1 SN)	6 (3- 1 SN)
% achieving in reading, writing and maths	N/A	0%	0%	N/A	55%	100%	44%
% making progress WA or above in reading	N/A	0%	0%	N/A	33%	100%	33%
% making progress WA or above in writing	N/A	0%	0%	N/A	33%	100%	33%
% making progress WA or above in maths	N/A	0%	0%	N/A	100%	100%	67%

**Barriers to future attainment (for pupils eligible for PP, including high ability)**

In-school barriers ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
A.	Not all PP children are on track to make expected progress in Reading, Writing and maths from their low starts
B.	Learning behaviours, lack of independent learning strategies and social and emotional needs as a result of early trauma, bereavement or loss
C.	90% (9 out of 10 ) of PP children this year are on the SEND register
D.	Some PP children do not have secure level of phonics knowledge
External barriers ( <i>issues which also require action outside school, such as low attendance rates</i> )	
E.	COVID anxiety Work with outside agencies Some have poor attendance Lack of engagement in after school clubs Financial support- uniform, trips, residential



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<b>Intended outcomes</b>		
	<i>Specific outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	To improve attainment of disadvantaged children	This will be measured by pupil attainment which is tracked a minimum of 3 times a year and through pupil progress meetings. Children will meet their own individual targets. Our aspiration is that they reach age related expected levels at Key Stage 2.
<b>B.</b>	Learning behaviours/lack of independent learning strategies.	To improve the learning behaviours of pupils and enable them to become more independent learners. Children will engage more positively with their learning, and will need less encouragement to participate in learning opportunities. Their self-esteem will increase and impact on their ability to work independently.
<b>C.</b>	To provide more support for PP with SEND	Quality first teaching- children to make small steps of progress with the support they receive. Children will be supported in a way that helps them to use strategies to overcome their individual barriers. Achievement will be measured by pupil attainment and pupil progress meetings with Head teacher and teachers. Teachers are to review their approach every half term to identify strengths and weaknesses- therefore informing future strategies and planning.
<b>D.</b>	To improve phonics and reading outcomes for disadvantaged children	To improve phonics screening pass rate and develop children's confidence when reading and writing.
<b>E.</b>	To improve attendance and participation in after school clubs.	To increase the number of PP attending after school club activities- more children will develop more self- esteem and will enjoy being part of a team or group.



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#### Planned expenditure

Academic year		2020/21			
<p>The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.</p> <p>i. Quality of teaching for all</p>					
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 implementation?
To address any gaps in learning to ensure progression for PP children- staff CPD	Providing small group work with experienced teacher/TA- focussed on overcoming the gaps in learning.	<a href="#">June 2019 EEF Guide to PP</a>	Quality first teaching from good/outstanding teachers. Regular review meetings to check children are achieving their individual targets.	KL/ DW	December 2020 April 2021
To increase the support to teachers to give Quality first teaching to pupils, with TA's supporting all learners in class, Teachers QFT to PP children	Some children will have pre teaching sessions to support their individual needs.  Some will have boosters to ensure they are working at or above- closing the gap	<a href="#">EEF Guidance on small groups</a> +4  <a href="#">EEF Guidance on one to one tuition</a> +5	Teachers given every chance to ensure Quality first teaching from good/outstanding teachers. TAS to monitor class - Teachers QFT. Regular review meetings to check children are achieving their individual targets.	KL All staff	December 2020 April 2021
Improve progress in reading and phonic understanding	Ensure regular reading slots with class teachers or TA's at least 2 x a week.  Phonics intervention groups- with class	<a href="#">EEF Guidance on improving oral language</a> + 8  Ensure enough reading books are available at the children's phonic ability in each class.	Ongoing review of actions through pupil progress meetings, lesson drop ins and learning walks.	KL HW EM/EH/MG DW/JT	December 2020 April 2021



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	<p>teachers and TA's- develop resources for delivery of hands on phonics.</p> <p>Children to be put in phonics groups according to the phase they are working at.</p>	<p><a href="#">EEF Guidance on Phonics teaching</a> +4</p> <p>Update resources for phonics interventions and whole class delivery.</p>	<p>Regular phonics assessments</p> <p>Pupil progress meetings</p>	<p>AB/SH/DW</p> <p>HW/KL</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>
<b>Ensure pupils meet ELG in EYFS</b>	Closely monitor PP children through observations/ group work activities	<p>Experience has shown it to be effective in closing learning gaps.</p> <p>EEF - <a href="#">Early Years Intervention</a> +5</p>	<p>Quality teaching in the classroom</p> <p>Small focussed group activities</p>	<p>KL/HW</p> <p>AB/SH/HJ</p>	<p>December 2020</p> <p>April 2021</p>
<b>Targeted interventions will improve outcomes for children in specific areas - Spelling - Reading - Communication and language</b>	<p>TA/teachers working with small groups delivering interventions:</p> <p>Precision teaching</p> <p>White rose maths</p>	<p>Children will be identified through pupil progress meetings and discussions with the SENCO. Specific targets will be addressed. Evidence based interventions will be used to suit the individual's needs.</p> <p><a href="#">EEF Guidance on Reading Comprehension strategies</a> +6</p>	<p>Intervention monitoring sheets</p> <p>Assessment data shows improvement</p>		<p>December 2020</p> <p>April 2021</p>



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<p><b>Children develop character strengths. They can name them and understand how and when they help learning- develop learning behaviours.</b></p>	<p>Use of school Motto Improve Behaviour Policy and implement Route 2 resilience program Staff trained</p>	<p>Character education will aid children's understanding of their own strengths and areas for improvement and how they learn best including how to overcome their individual barriers. There is a need to increase the capacity for learning through character development and life skills.</p> <p><a href="#">EEF Guidance on behaviour</a> +3</p>	<p>Learning walks and class drop ins to see if children and staff are using the character strengths. Update behaviour policy Pupils will engage in the process of developing character vocabulary and then embed this in the following ways:</p> <ul style="list-style-type: none"> <li>• Marking and Feedback</li> <li>• Teacher's planning</li> <li>• Lesson feedback</li> <li>• Vocab discussion</li> </ul>	<p>KL All staff</p>	<p>December 2020 April 2021</p>
<p>iii. Other approaches</p>					
<p><b>Desired outcome</b></p>	<p><b>Chosen action/approach</b></p>	<p><b>What is the evidence and rationale for this choice?</b></p>	<p><b>How will you ensure it is implemented well?</b></p>	<p><b>Staff lead</b></p>	<p><b>When will you review implementation?</b></p>
<p><b>Pupils to develop wider skills and enjoy experiences beyond classroom - based learning.</b></p>	<p>Funding towards Educational Visits, activities and afterschool clubs.</p>	<p>Children entitled to Pupil premium do not access as many after school activities as non- Pupil Premium.. Funds will be allocated to support eligible families to access Educational Visits, activities and after- school clubs.</p>	<p>We will monitor attendance at after school clubs to see if children are attending regularly.</p>	<p>KL MS</p>	<p>Every term</p>
<p><b>Wherever possible we will remove factors that could make children</b></p>	<p>e.g. providing a clean PE kit/ jumpers/uniform Helping fund school trips. Giving extra</p>	<p>It is often the same families who forget non uniform days and special events. Sometimes children entitled to PP do not bring PE or swimming kits on the correct days and this can make</p>	<p>Pupil progress meetings with teachers and parents.</p>	<p>KL All staff</p>	<p>Every term</p>



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entitled to PP feel excluded.	reminders about school events such as non-uniform days. Children in Classes that allow pencil cases will provide similar style pencil cases.	the children feel anxious. This cannot always be mitigated by school's intervention but every effort will be made where it can.			
Punctuality and attendance improves and children feel ready for the school day	Timely action taken to address punctuality of vulnerable pupils including FSM/PP children.	Records show that PP children are often late into school and this impacts on pupil's access to early morning work in class and additional time for support from the class teacher.	New register system should help keep accurate data. Communication with parents over areas of concern and involvement of outside agencies if necessary	KL DW	Termly

**Expenditure:**

**CPD and resources for staff and the curriculum- £1,000**  
**Decodable reading books - £1,000**  
**Phonics resources- £500**  
**Intervention groups- specialist teacher time- £15,310**  
**Educational psychologist time- ELSA supervision/training £600**  
**Trips, residentials, uniform etc - £600**  
**Swimming (2021) - £70**



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Review of expenditure					
Academic year		2019/20			
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
iv. 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 implementation?
<b>Positive Learning behaviours will improve progress for children</b>	Embed character education - Routes to Resilience, Meta Cognition, Mentally Healthy Schools.	Character education will aid children's understanding of their own strengths and areas for improvement and how they learn best including how to overcome their individual barriers. There is a need to increase the capacity for learning through character development and life skills.  Meta-cognition and self-regulation EEF +7	Pupils will engage in the process of developing character vocabulary and then embed this in the following ways: <ul style="list-style-type: none"> <li>• Marking and Feedback</li> <li>• Lesson feedback</li> <li>• Peer nomination</li> <li>• Vocab discussion</li> <li>• Assembly stories</li> </ul> Staff will be supported through 6 training sessions	ML, DW, SO	Nov 2019 May 2020
<b>Improved results due to a range of reading comprehension strategies</b>	3 x 30mins extra reading comprehension sessions a week tailored to the needs of the children. Pupils will be taught a range of techniques which enable them to comprehend the	On average, reading comprehension approaches deliver an additional six months' progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.	A significant amount of new reading books will be purchased. There will be a review of phonics and the development of whole class reading sessions and guided reading where most appropriate. This along with quality first teaching will be developed and monitored by expert staff.	ML, HW, EH	Nov 2019 May 2020



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	meaning of what they read.	Reading Comprehension Strategies EEF +6			
<b>Pupils academic and social\emotional skills are developed through high quality feedback</b>	Targeted time for improved verbal and written feedback both for academic and character improvement.	The quality and depth of the verbal and written feedback that children are receiving is a key factor in children's ability to thrive socially and emotionally as they learn in school. Key PP individuals find this challenging due to background.  Feedback EEF +8	Staff will develop language that improves written and verbal feedback, particularly around social skills, communication and teamwork and learning attitudes.  These will be evidenced and developed through book scrutiny, marking workshops, lesson observation and pupil interview.	ML, DW,SO, HJ	November 2019 May 2020
Total budgeted cost					£8700
<b>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>
<b>Social and emotional skills are developed through key focused 1:1 and/or small</b>	Continuous ELSA training and intervention	Key children need significant support with their own self-esteem and their social skills. These areas present key barriers to learning.	Staff to continue to undertake a range of training including: ELSA, Mentally Healthy	DW,ML, SO, HJ	November 2019 May 2020



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<p><b>group interventions planned to cater for individual needs</b></p>	<p>Circle of Friends intervention</p> <p>Targeted additional teacher support</p>	<p>One to one or small group tutoring proven to have moderate to high impact for moderate cost.</p> <p>Behaviour Interventions EEF +3 Small Group Tuition EEF +4 Social Emotional Learning EEF +4</p>	<p>Schools, Circle of Friends, Autism training.</p> <p>Regular reviews of PP group timetable. Regular communication between PP teacher and class teachers</p> <p>PP profiles for all PP pupils to ensure staff have a clear vision of pupils needs, and qualitative as well as quantitative improvements.</p> <p>Impact of intervention monitored by ML and DW through Boxhall profiles and appropriate assessment.</p>		
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<p><b>Children work together collaboratively, improving social issues.</b></p>	<p>Collaborative (or cooperative) learning approach involves pupils working together on activities or learning tasks in a group small enough for everyone to participate on a collective task that has been clearly assigned. Pupils in the group may work on separate tasks contributing to a common overall outcome, or work together on a shared task.</p>	<p>Through linking with our curriculum that 'makes a difference' and the schools 2 year STEM project, effective collaborative learning involving well-structured approaches with well-designed tasks will lead to the greatest learning gains.</p> <p>Collaborative Learning EEF +5 (Elements of Peer Tutoring EEF +5)</p>	<p>Teachers and TA's will work with outside professionals, investigating and evaluating the pupils needs and subsequently implementing key collaborative strategies with these findings in mind.</p> <p>Impact to be monitored through observations and formative \ summative assessment which are discussed at pupil progress meetings.</p>	<p>ML, DW, SH, AD, JT</p>	<p>November 201 May 2020</p>
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<p><b>Targeted In Class Support</b></p> <p><b>Consolidation of learning completed in classes</b></p> <p><b>Pre teaching to prepare pupils for future learning in order to give confidence and give higher levels starting points</b></p>	<p>Targeted additional TA support within lessons to improve understanding of learning in reading, writing and maths</p>	<p>One to one or small group tutoring proven to have moderate to high impact for moderate cost. This is however sometimes more appropriate to conduct in class where learners are working close to the level of the class.</p> <p>Small Group Tuition EEF +4</p>	<p>Teacher and Intervention lead teacher review planned interventions to be completed</p> <p>Clear communication between teachers and Ta's</p> <p>Ta's timetables carefully planned making the best use of morning work, registration, assembly and afternoon intervention time</p>	<p>SO, HJ, JP, DW</p>	<p>November 2019 May 2020</p>
					<p>£8280</p>
<p>v. Other approaches</p>					



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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 implementation?
<p><b>Self-esteem, self-worth and confidence are boosted in order to increase the capacity for learning</b></p> <p><b>Social and participation in a range of residential and clubs provided by the school or external providers</b></p>	Whole School Nurture Approach and Nurture Group	<p>Social and Emotional learning is proven to have high impact. Children with social/emotional needs and possible mental trauma need self-esteem, confidence and self-worth boosting.</p> <p>Social Emotional Learning EEF +4 Collaborative Learning EEF +5</p>	<p>Whole School LAC and Attachment training.</p> <p>Identification of children to invite through Boxhall Profiling</p> <p>Training of staff to run the group and provide feedback</p> <p>Monitoring of impact of the group through further Boxhall profiling and observations.</p> <p>Direction and encouragement for key individuals to key clubs.</p> <p>Staff to talk to children about possible interests</p> <p>MS/LS to arrange funding assistance (as appropriate) for clubs/resources/residential/uniform/dinners</p>	DW, SO, AD, ML	<p>November 2019 May 2020</p>



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<p><b>Improvements in achievements, opportunities and self-esteem beyond Reading, Writing and Maths</b></p>	<p>Curricular and extra-curricular enrichment</p> <p>Music, Arts, Mindfulness, Yoga and Computer club run by staff and children.</p>	<p>Children's self-esteem and engagement levels will improve dramatically if their all their strengths are celebrated, developed and explored through these 'extra' opportunities.</p> <p>Digital Technology EEF +4 Arts Participation EEF +3</p>	<p>Opportunities to be monitored by ML and AH and fairly distributed to PP children.</p> <p>Impact to be monitored through pupil interview.</p>	<p>ML, AH</p>	<p>November 2018 May 2019</p>
Total budgeted cost					£2100

### March – July Context

Due to COVID19, initiatives were cancelled from March to July.

Funding that was in place for teacher support, meant that teachers and teaching assistants worked closely with PP children to ensure they completed the majority of work that was given for remote learning and money will be used for trips, going ahead, if we are able to resume these.

The impact of this support is too hard to analyse, but will be focused on as we engage all PP in our recovery curriculum. Spending was adapted throughout these months and activities were still sent home, for completion with families. Resources purchased were fitted into the timetable for remote home learning.