

1. Summary information					
School	St Paul's CE Primary				
Academic Year	2020/21	Total PP budget	£125,740	Date of most recent PP Review	September 2020
Total number of pupils	266	Number of pupils eligible for PP	90	Date for next internal review of this strategy	December 2021

2. 2019 attainment		
	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP (national average)</i>
% at expected standard in reading, writing & maths	71%	50%
Progress in reading KS1-2	3.14	
Progress in writing KS1-2	1.42	
Progress in maths KS1-2	0.42	

3. Barriers to future attainment (for pupils eligible for PP)

In-school barriers

A.	Speech and Language Delay impacting on access reading and writing and access to the curriculum.
B.	Lack of self- confidence and resilience prevents pupils persevering with difficult tasks.
C.	Reading is not always valued and supported and pupils do not always read for pleasure.
D.	55% of PP pupils have English as an Additional Language and 23% of PP pupils have Special Educational needs.

External barriers

E.	Attendance rate for PP pupils to March 20 th 2020 was 94.6% compared with 95.1% for all pupils. 23% of PP pupils have either a CP plan, a CIN plan or an Early Help Pla, this has an impact on their emotional well- being and therefore their ability to learn.
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4. Desired outcomes		Success criteria
A.	Improved Speech and Language skills and attainment in Reading and Writing and maths.	<p>PP pupils will have improved reading and writing and maths skills .Gaps in performance for PP pupils will diminish.</p> <p>By the end of Key Stages the proportions of disadvantaged pupils making good progress in reading, writing and maths will be in line with proportions of non FSM pupils making the same progress.</p>
B.	Develop self –confidence and resilience in pupils.	Pupils will make more progress in subjects where they lack confidence and will have personal skills to help them to cope with difficult tasks.
C.	Improve reading skills and the love of reading for pleasure.	Pupils will engage well with texts and more PP pupils will meet or exceed expected standards in reading at the end of Key Stages and make progress at least in line with others nationally who are at the same starting point.
D.	Ensure pupils with SEND and EAL make accelerated progress including more pupils with Greater Depth	SEND and EAL PP pupils will make better than expected progress.
E.	Increase attendance rates for PP pupils and improve parental engagement	<p>Attendance and parental engagement with PP pupils will increase.</p> <p>Pupils will be safe, healthy and happy and this will impact on their ability to learn.</p>

5. Planned expenditure					
Academic year	2020/2021				
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					
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 implementation ?
Improved speech and language skills Improve well-being of pupils.	Work with Speech and Language Therapists Improved well-being ensures that strategies are more effective. Take part in cultural partnership activities to extend opportunities for improved attainment and well-being.	When experts work with the teaching staff identification of needs is quicker and interventions can be put into place.	Family Support Worker to identify need and solutions. Play therapist working in school one day a week, when Covid secure. Counselling available in school.	SLT	Termly throughout the year
Improved attainment in Reading and Writing	Provision of part time teacher to support English. Training of staff in guided reading good practice. Engagement with the Literature Works Project to improve quality of English teaching	End of key stage results show a steady rise in attainment in reading and writing, and improving Greater depth.	Teachers trained By Literature Works. EAL teacher in school two day a week. Key Stage one leader and Early Years leader will lead workshops for parents.	SLT and English Leader	Termly throughout the year

Improve attainment in maths.	Provide small class teaching at years 2,5&6. Continue to train all staff in the teaching of Mathematics	Current results show that small class teaching has improved attainment. As staff have become more skilled in teaching maths results have improved.	Year 5&6 pupils to be taught in small groups for Maths. DHT to teach as well as class teacher. Teacher to support maths teaching in Year 2. All staff will have 1 day training this academic year.	SLT and Maths Leader	Termly throughout the year.
Pupils reading for pleasure.	Extend the variety of texts available in school, buy staff training from Literature Works and move pupils more quickly through the reading scheme to increase the element of challenge. Provide books for pupils who do not have books at home. Provide access to reading books on line in case of the need for remote learning	The last end of key stage results show that reading skills are improving and more pupils are working at greater depth.. Assessment in September 2020 shows that pupils are more able and confident with reading than other subjects. All pupils will be motivated to read for pleasure have opportunities to see the links across the curriculum.	Buy in to the Literature works project. Purchase a wide variety of texts. Purchase the school's reading scheme on line to avoid gaps in reading when books cannot be accessed.	English Subject Leader	Spring term2021
<p>Itemised Spending:</p> <p>Two days of English and EAL teacher: £21,253</p> <p>Contribution to teachers salary for maths teaching sessions £12 ,863</p> <p>Literature Works: £1500</p> <p>Cost of books: £3000</p> <p>Play Therapy: £1500</p> <p>Counselling: £1760</p> <p>Cover for Cultural partners project:£500</p> <p>Reading Scheme License.£400</p>					
Total budgeted cost					£42,776

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
<p>Improve Maths skills</p> <p>Improve Reading skills</p>	<p>Intervention groups for each year group.</p> <p>Focused work with small groups in Years 2 and 6</p> <p>Extend the peer support reading programme throughout school. Provide computer devices to pupils who are not able to access in line learning at home.</p>	<p>Small group teaching has proved successful in the past in accelerating progress for pupils.</p> <p>EEF research shows that peer support is effective with disadvantaged pupils.</p>	<p>Employ teachers to carry out the intervention programmes and small group teaching.</p> <p>Employ a teacher to work with small groups.</p> <p>Devise a programme of peer support in reading with Covid secure measures.</p>	<p>Maths Leader</p> <p>English Subject Leader</p>	<p>Termly Throughout the year</p>
<p>Increased attendance rates and support for pupils with CP, CIN or EHP.</p>	<p>Employ a part time attendance officer to monitor attendance and respond quickly to absence.</p> <p>Employ a part time Family Support Worker to support vulnerable families with finance, housing, attendance and social and emotional well-being before they meet a crisis point.</p> <p>Provide Play therapy and counselling for pupils who need emotional support.</p>	<p>Learning opportunities are lost when pupils are not in school and when children are suffering emotionally, socially or physically.</p>	<p>Family support worker, Attendance Officer and Head Teacher will work closely to ensure close monitoring of pupil's attendance.</p> <p>There will be an increased number of referrals for fixed penalty notices for holidays and leave of absence.</p>	<p>Head Teacher</p> <p>Family Support Worker</p> <p>Attendance Officer</p>	<p>Summer Term 2021</p>

<p>Improve progress rate of pupils with SEND and EAL.</p>	<p>Employ a part time teacher for EAL support. Increase the size of the SEND support team to meet individual needs Pay for the services of an Educational Psychologist to diagnose areas of concern and identify appropriate measures to improve progress. Upgrade the Lexia programme to provide quality individual learning in phonics and reading and to increase the number of pupils able to access the programme,</p>	<p>Support for pupils with EAL becomes more specialised the older the pupils become. Results of using the Lexia programme show good progress in reading. Individual or small group support enables some pupils with SEND to make accelerated progress.</p>	<p>Employ part time EAL teacher. Pay for upgraded licence to Lexia programme. Employ another Support assistant in Early Years to support pupils with Speech and Language delay.</p>	<p>Head Teacher SENCO Early Years Lead.</p>	<p>Termly throughout the year.</p>
<p>Itemised Spending. Four sessions from UP3 Teacher:£21,000 Family Support Worker 0.8 :£29,291 Attendance Officer0.1 £6,373 Educational Psychologist £7200 Contribution to SEN Support assistant.£7100 Contribution to provision of devices for remote learning. £2000</p>					
<p style="text-align: right;">Total budgeted cost</p>					<p style="text-align: center;">£72,964</p>

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
Improve self-confidence and resilience	Develop the Secrets of Success programme to all pupils Work with the Commando Joe's Character Building programme Provide a wide range of after school activities with elements of challenge when Covid protective measures can be implemented.	Structured programmes with rewards motivate pupils to engage. Extend the range of activities currently on offer.	Deputy Head Teacher will monitor and evaluate the programme. School business manager will prepare the programme and explore a variety of providers.	Deputy Head Teacher Head Teacher and School Business manager	Summer Term 2021
Ensure pupils do not miss out on quality childcare or activities.	Subsidise breakfast club places and trips and visits.	Ensure that pupils are supervised appropriately so that their parents can work and that they are able to take part in activities.	Family Support officer will work closely with parents to identify need.	Family support Officer and Head Teacher	Summer 2021
Itemised Spending. Subsidy for Breakfast club, Trips and Visits:£6,250 Programme of after school activities: £2,000 Commando Joe £1,750					
Total budgeted cost					£10,000

6. Review of expenditure				
Previous Academic Year		2019/20		
i. Quality of teaching for all				
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 £57,247
Improved speech and language skills Improve well-being of pupils.	Work with Speech and Language Therapists Improved well-being ensures that strategies are more effective. Take part in cultural partnership activities to extend	.The work with therapists ensured that the school staff were able to deliver more targeted effective support to pupils. Until the closure of schools in March 2020 one teacher took part in the Paul Hamlyn project and work had begun on the use of cultural venues in the curriculum. .	We will continue with this approach as it is clear that staff become more skilled when working with other professionals. The cultural project will continue in some form from September 2020 with the expectation that the good work begun last school year will be able to be resumed and developed this year.	Funding for cultural programme paid by a charity. The school's contribution for visits and cover was not all spent. Less has been identified for the year 20/21.
Improved attainment in Reading and Writing	Provision of part time teacher to support English. Training of staff in guided reading good practice. Engagement with the Literature Works Project to improve quality of English teaching Workshops to inform parents.	There is no end of year data for 2020 because of the school closure due to Corona Virus. Assessments carried out in September 2020 indicated that all pupils were more secure with reading than any other subject after the period away from school. The monitoring of the Guided Reading system carried out before March 2020 indicated that the systems were strong and the pupils were making good [progress with reading especially improving their comprehension. Literature Works provided in depth training in the teaching of writing including a KS2 writing project carried out at the beginning of the spring term. The staff involved became more skilled in the teaching of writing. The project was not completed due to school closure.	All of these strategies were beginning to bear fruit and we will continue with them this school year. The teachers involved have contracts so were paid throughout the closure and carried out tasks that were necessary but not part of this plan.	Funding for maths training paid September 2019. School owed training sessions.

<p>Improve attainment in maths.</p>	<p>Provide small class teaching at years 2&6. Train all staff in the teaching of Mathematics</p>	<p>Year 2 and Year 6 pupils received small group teaching and both year groups were making good progress in the spring term of 2020.</p> <p>Assessments carried out in September 2020 indicated that many pupils were finding difficulty with basic concepts after being away from school for so long.</p>	<p>Although the benefits of this approach have not been as successful as in English we will continue for another year to see if over a longer period of time the learning will be more deeply embedded.</p> <p>The staff definitely benefited from the maths training but did not complete the course we will continue with maths training if possible.</p>	
<p>Pupils reading for pleasure.</p>	<p>Extend the variety of texts available in school, buy staff training from Literature Works and move pupils more quickly through the reading scheme to increase the element of challenge. Provide books for pupils who do not have books at home.</p>	<p>We extended the variety of texts in school and improved the use of the reading scheme.</p> <p>In March 2020 when the school closed due to the Corona Virus all pupils were given books to take home so there is now a shortage of books in school.</p>	<p>The strategies employed have impact on all pupils and so help PP pupils, we will continue to use this approach. We will extend this work with our 100 book challenge and improved teaching in guided reading.</p> <p>We will purchase books to replace those given away in March starting with the replacement books for the 100 book challenge.</p>	
<p>ii. Targeted support</p>				

Improve progress rate of pupils with SEND and EAL.	Employ a part time teacher for EAL support. Increase the size of the SEND support team to meet individual needs Upgrade the Lexia programme to provide quality individual learning in phonics and reading and to increase the number of pupils able to access the programme,	Assessment to March 2020 showed that pupils with EAL often do better than others and there was better than expected progress for some EAL pupils. The upgraded Lexia system allowed more pupils the opportunity to take part in the programme and it was beginning to show that it was having significant impact on the reading of a number of pupils.	The work of the EAL teacher has more impact when she advises and trains staff rather than supporting individuals or groups of pupils. The work of the SEND team has significant impact on the progress of SEN pupils in some cases the quality of learning for the whole class. The extension of the Lexia programme has already proved to be of value in supporting reading. It will become a part of our Catch up programme.	.
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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 £23.000
Improve self- confidence and resilience	Embed the Secrets of Success programme to all pupils. Provide a wide range of after school activities with elements of challenge.	The Secrets of Success Programme was reinforced throughout the autumn and spring terms. A wide range of after school clubs was offered until 20 th March 2020.	We will continue our work on the Secrets of Success Programme. The after school activity programme will resume when we can ensure protective measures..	The savings made on subsidies during school closure were spent on increasing the working hours of the Family Support Worker in that period.
Ensure pupils do not miss out on quality childcare or activities.	Subsidise breakfast club and trips and visits.	Free breakfast club places were offered to PP pupils throughout the autumn and spring terms and all trips and visits that took place were subsidised. All pupils who attended school during the closure period were given breakfast and lunch free of charge.	We will continue to subsidise these places and there will be more pupils eligible for free places this year.	

