



# Pupil Premium Strategy Statement for Isleham C of E Primary School

## School overview

Metric	Data
School name	Isleham C of E Primary School
Pupils in school	205
Proportion of disadvantaged pupils	35/205
Pupil premium allocation this academic year	1345 x 28    310 x 7
Academic year or years covered by statement	2020-2021
Publish date	September 2020
Review date	July 2021
Statement authorised by	Mrs Skillern
Pupil premium lead	Ms Sassoli
Governor lead	Mrs Bird

## Disadvantaged pupil progress scores for last academic year (July 2020 data):

<b>KS1</b>	<b>Pupils eligible for PP- 5/30</b>	<b>Pupils not eligible for PP (national average)</b>
% achieving in reading, writing, maths	100	64.9%
% attaining ARE in reading	100	74.9%
% attaining in writing	100	69.2%
%attaining in maths	100	75.6%
<b>KS2</b>	<b>Pupils eligible for PP- 2/29</b>	<b>Pupils not eligible for PP (national average)</b>

% achieving in reading, writing, maths	0	64.8%
% attaining ARE in reading	100	73.1%
% attaining in writing	0	78.4%
%attaining in maths	100	78.7%
	(data represents 2 pupils who both were benefiting from writing support, but not on track to meet ARE after lockdown 2020)	

### Barriers to future attainment for pupils eligible for PP

A	Accelerated progress in reading, writing and maths for identified groups of children to close the gap for 8/34 (24%)
B	Children in receipt of PP funding in the school have lower attendance rates than other children.
C	Lack of parent engagement /support to practice skills in school. Eg) spellings, home learning, reading.
D	Pupils might not have had access to the appropriate resources at home or the right environment for learning during lockdown.
E	11/35 Pupils have multiple barriers in addition to pupil premium (SEN)

	<u>Desired outcomes and how they will be measured</u>	<u>Success Criteria</u>
A	<p>Specific focus groups of children who are underachieving will be identified in termly progress meetings.</p> <p>PP Lead to work alongside class teachers to ensure targeted support is in place for these children. Class teachers to work in line with Pupil Premium Lead to monitor the impact of precious actions and re evaluate next steps.</p> <p>Quality feedback to all learners to address gaps in attainment and set new targets.</p> <p>LA advisor to support class teachers in delivering quality first teaching</p>	<p>Lessons observations show that all children have access to quality first teaching.</p> <p>Class teachers SLT/ PP lead have clear processes in place to ensure target support is purposeful and flexible when needed.</p> <p>Children who are underachieving are clearly identified. Adult support is carefully planned for children in receipt of pupil premium funding.</p>

	<p>All pupils with additional needs including SEN are identified and support by school and by external agencies in order that they make good progress.</p> <p>National Tutoring programme to be used to identify targeted children for additional tutoring catch up sessions to narrow gaps.</p> <p>New Power Maths to start in September 2020 to ensure consistency in maths approach across the school.</p>	<p>There is clear tracking of the impact of additional support including data which reflects accelerated progress for those identified.</p> <p>Teachers to liaise with the tutors to identify gaps in learning and programme of study.</p> <p>Learning walks/book looks show all classes engaged in power maths.</p>
B	<p>Attendance to be monitored by SLT and Attendance Officer Letters to families sent efficiently and within government guidelines.</p>	<p>Children in receipt of PP funding are attending school in line with non PP children.</p>
C	<p>All parents to enlist on the school learning platform of class dojo to ensure home school communication is rapid and succinct.</p> <p>Due to COVID restrictions, class teachers available for telephone conversations when required.</p> <p>Due to Covid restrictions workshops to be shared in a digital platform.</p>	<p>100% are linked to the online dojo platform to see messages and homework posted.</p> <p>Parent consultations to be held by phone with all parents.</p> <p>Class assemblies and nativity performances shared across year groups</p> <p>SLT and class teachers to provide a range of workshops (phonics, EYS, Power Maths)</p>
D	<p>All pupils to be able to access home learning especially during isolation or time out of school by using school ipads if not available at home.</p> <p>Opportunities to learn spellings at school in class teaching as well as spelling shed games.</p> <p>Paper copy of the homework to be given out every week for those who are unable to access it online.</p>	<p>Children are able to access work online to enhance and consolidate what they have been learning at school.</p> <p>Children who have circumstances where they cannot work at home or unable to have the support they need to complete tasks are able to do this in school with teacher support.</p> <p>Children who are reluctant to complete work online have the opportunity to still access it.</p>
E	<p>Children with SEN needs are identified early and work within the graduated approach.</p> <p>Provision map to be purchased to allow a consistence approach to tracking and allocation of intervention time</p> <p>Edukey used to set smart targets pp lead to be aware of the connection between PP children and their SEN needs.</p> <p>Deputy Head to sign post possible support from outside agencies to include early intervention worker and early help assessment.</p>	<p>Edukey system to allow all information to be stored together making it easy for teaching staff to access what they need quickly, make amendments and review documents.</p> <p>Deputy Head in communication with parents and outside agencies of identified children where more support is needed.</p>

Review of expenditure				
Previous academic year		2019-20		
i) Quality teaching for all				
Action	Intended outcome	Estimated impact	Lessons learned	Cost
<b>Promoting the love of learning across all subjects and classes</b>  Literacy and numeracy sessions delivered through evidence based groups: First class at number (parts 1 and 2)  Success@Arithmetic, Better Reading Partnership Programme, Literacy A to Z, Inference Training, Language Links, Success@Writing (pirate and dragon) Write away Together booster maths and writing groups in small groups. Lego therapy.	Pupils narrow the gap between their non pupil premium peers in the core subjects.  PP children to receive combines RWM outcome based on teacher assessment prior to COVID	Prior to lockdown pupils were receiving interventions to narrow the gap.	Subject to COVID restrictions continue with proven interventions for groups of children.  PP children received their combine outcome.	Cost of these interventions:  TA lead interventions £17.00 per hour out of class.
<b>Build cultural capital</b>	Subsidised educational trips class based educational trips	All children given access to wider learning opportunities	Children need these experiences and COVid will	Premier Sport coach: £37.50 per session x5 a week.

Ensure high quality texts are used for a high vocab environment  Building on children's life experiences	and opportunities to participate in a wide range of activities eg music lessons, breakfast club, brass band, choir, after school activities lunchtime clubs, visits residential trips.  Specialist sports coach and lunchtime and weekly after school provisions	and experiences.	alter how they will be delivered in class  Ensure staff provide themed days, invite visitors into schools to widen opportunities.	£187.50.  Subsidised trips: 2/3 of the cost is paid for approximately for each PP child. 2-3 trips/visits a year for each year group.  Y6 the residential £125 per pupil premium child.  Breakfast club: 10.50 per session  Afterschool club: Pupil premium children are not charged by the club.
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<u>Targeted support</u>				
Previous academic year		2019-20		
ii) Pastoral support				
Action	Intended outcome	Estimated impact	Lessons learned	Cost
Pastoral support  FRIENDS programme	Pupils have their basic needs met to be able to learn and make good progress.	Coping mechanisms improved, children have a range of strategies to call	Continue with play therapist to work with 2 children per term	Play Therapy: £400 per term.  FRIENDS: £969 for the school.

Individual target setting		upon to deal with certain situations appropriately.	Continue with the FRIENDS programme which was interrupted due to lockdown.	
Play therapy				
Reading dog therapy				

#### Planned expenditure 2021

Academic year	2020-21
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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 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?
Rigorous and systematic approach to the teaching of Maths which improves access to Quality First Teaching for specific, identified groups of children who are in receipt of PP funding.	Ongoing school CPD External CPD opportunities Coaching from experienced members of staff for identified staff Impact of Power Maths is assessed Use and impact of Power Maths is maximised	Every child is exposed to the mastery approach of teaching maths with specific PP groups identified within classes. The teaching model helps equip children to deepen their mathematical understanding and in turn develop a growth mindset that enables confidence to tackle problem solving. Attainment of PP children is below that of their peers in maths.	Staff CPD – shared and revisited Appraisals Online Maths support for parents and pupils. Pupil Progress Meetings	Maths Leader  Pupil Premium Leader  SLT members	<b>Termly:</b> Power Maths Updates Pupil Progress Meetings feedback and reviews from class teachers.

		There will be consistency of approach for PP children throughout the school			
Improved SEMH and attendance for all children in receipt of PP funding, ensuring children are prepared to access Quality First Teaching.	<p>SLT to monitor and support with attendance and inclusion. Currently 22% of PP children have an attendance of below 95%. This to decrease to at least 17% by the end of the year.</p> <p>Due to COVID restrictions trips and other to promote enjoyment of learning and mental well being may not possible such as the year 6 residential, but where possible short outings and visitors arranged all within the school safety policy.</p> <p>Teachers to be freed to have consultations with</p>	Children are less likely to make progress if they have poor attendance. The state of their mental health can also be a further barrier to their learning. Extra-curricular activities and clubs promote wellbeing in pupils and provide staff with opportunities to develop positive relationships with pupils and model social interaction skills. Adult led support groups/ time to talk throughout the day support increased attendance and readiness to learn.	<p>Attendance records monitored fun activities and events such as 'Steve Sausage' topic themed days of classes.</p> <p>Key children flagged who are not attending school regularly and parents communicated with.</p> <p>Key children who are struggling to engage due to their emotional well being identified and supported further either within school or outside agencies.</p>	<p>Pupil Premium Leader</p> <p>SLT members</p>	<p>Termly:</p> <p>Attendance data</p> <p>Pupil Progress Meetings</p> <p>Observations/Learning Walks/Book looks</p>

	children to 'check in' and have time to chat and set targets.				
Big Cat Phonics. 3 children did not pass the y1 phonic test (brought forward to Y2)	Consistent teaching of phonics across KS1 inline with the Big Cat Phonics programme. Children learn to read decodable books expertly aligned with letters and sounds.	To ensure that all PP children pass the phonics screening test at the end of year 1 and any PP retaking in year 2 pass.	Targeted support for PP children to ensure they do not fall behind and those re taking the test in year 2 pass by having interventions and targeted support in order to close the gap between them and their peers. Online workshops shared with parents	English Leader  Pupil Premium Leader	Feedback and reviews from teachers  Pupil progress meetings  Reading assessments and intervention data.

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 implementation?
Accelerated progress in reading, writing and maths for specific, identified groups of children who are in receipt of PP funding to close the gap between PP and non-PP.	Pupil Premium children to have access to the National Tutoring Programme	EEF places 1:1 tuition high on their scale of effectiveness (+5 months) and report that small group tuition is effective with feedback from teacher and work which is matched to learners' needs (+4 months).	Pupil Progress Meetings Teachers to liaise with the tutors to identify gaps so the tutors teach inline with what the child needs.  25% payable by the school.	SLT members  Pupil Premium Leader	Half Termly Pupil Progress Meetings Observations/Learning Walks/Book looks Intervention notes and assessments



Accelerated progress in reading, writing and maths for specific, identified groups of children who are in receipt of PP funding to close the gap between PP and non-PP.	Provision maps Intervention records	Evidence shows that children from disadvantaged backgrounds: generally face extra challenges in reaching their potential at school often do not perform as well as their peers	All teachers to track progress of the PP children in their class Provision maps completed termly to show individual support in place for each PP child PP leader to meet with teachers to discuss PP progress and how their needs are being met. Communication through the class learning preprogramme dojo with parents and meetings if necessary to discuss what is happening in school to support the child and what can be done at home alongside this to ensure strong home/school relationships where everyone is taking a consistent approach to helping the pupil.	Pupil Premium Leader  Class teachers	Termly Pupil Progress Meetings Intervention notes and assessments Provision maps uploaded to Edukey and reviewed.
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iii) Other approaches					
Academic year 2020-21					
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 SEMH for all children in receipt of PP funding, ensuring children are prepared to access Quality First Teaching.	<p>Extra adult support in class.</p> <p>Targeted lunchtime Sports club</p> <p>A variety of different teaching approaches and systems to enable the best possible outcomes for learning</p> <p>Graffham Water team building/Sports sessions</p> <p>Mental health training for staff</p> <p>Big picture assemblies</p>	EEF research states that a pupil cannot benefit from a lesson if they are not present in the classroom, engaged in the lesson, and behaving appropriately for learning. Establishing good learning behaviour is a pre-requisite for learning; disruptive behaviour is a barrier and also distracts other pupils and negatively impacts on their learning.	<p>Predict and prevent provision maps in place so all adults are aware of the approach undertaken to best support individuals</p> <p>CPD and refreshers for all staff members – STEPS behaviour policy reviewed and adapted.</p> <p>Support from outside agencies – county support.</p>	<p>SLT</p> <p>Class teachers</p> <p>Pupil Premium Lead</p>	<p>Termly Provision maps</p> <p>Open door policy with Pupil Premium Leader</p> <p>Pupil Progress Meetings</p> <p>Intervention notes and assessments</p> <p>Termly looking at restorative justice forms which have been completed for each class.</p>
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