

Pupil Premium Strategy Statement 2020-2021



1. Summary information					
School	Carleton Endowed CE Primary School				
Academic Year	2020/21	Total PP budget	£16,440	Date of most recent PP Review	March 2020
Total number of pupils	191	Number of pupils eligible for PP	12 @£1,320 per child 2@£300 per child 14 in total	Date for next internal review of this strategy	April 2021

2. Current attainment (Year 6 in 2020 – Teacher Assessment Scores due to no SATs)		
	<i>Pupils eligible for PP (3 children)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving the expected standard or above in reading, writing and maths	33%	75%
% making at least the expected levels of progress in reading	100%	92%
% making at least the expected levels of progress in writing	100%	95%
% making at least the expected levels of progress in maths	67%	91%

3. 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.	There has been high mobility issues with PP children and 36% of these children joined our school and times other than the expected school starting points. Tracking of assesment data from a wide variety of educational establishments has sometimes been a challenge.
B.	High needs pupils who are eligible for PP (14%) are making less progress than their peers on national year group expectations grid and they are unable to access national curriculum assessments.
C.	Behavioural issues for some PP children (15%) are having detrimental effect on their academic progress.
D.	Low confidence and self-esteem barriers are present in some our PP children (64%)
External Barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
E.	An attendance rate for pupils eligible for PP is 98.39% (above the target for all children of 98% and has only just risen significantly in the last 2 years from a trend of data which was significantly below). This reduces their school hours and causes them to fall behind on average. The 98.39% (as of 16/11/2020) my fall below the target of 98%.

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	To track data within school using our new assessment tracking system that clearly highlights to all staff who are pupil premium children are and whether they are making at least expected progress.	Pupils eligible for PP are tracked to meet age related expectations. Pupil results from other schools are looked into as starting points to make progress.
B.	High needs pupils are tracked using P-Scales and evidenced using these rather than the national year group expectations grid. Targets set using FFT data and tracking within school.	P-Scales used effetively to track children and show progress in smaller achievable steps.
C.	Behavioural issues of some pupils addressed.	Fewer behaviour incidents recorded for these pupils on the school system (without changing recording practices or standards).
D.	Improved confidence of our PP children so that they know that they can achieve anything.	Confidence improved around school and children taking more of an active role in class, around school and in clubs set up by the school and external agencies.
E.	Increased attendance rates for pupils eligible for PP as 98.39% is just a small snapshot compared to looking at the attendance for the whole year. .	Reduce the number of persistent absentees among pupils eligible for PP to 10% or below. Overall PP attendance improves from to be at least 98% in line with 'other' pupils and the attendance targets of the school.

5. Planned Expenditure					
Academic year	2020/21				
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 confidence of our PP children so that they know that they can achieve anything	Confidence through sport and arts work. Promote confidence through access to a variety of events and learning outside of the classroom to set high aspirations. £3,000	We want to invest some of the PP in longer term change which will help all pupils. We want to try alternative strategies to boost confidence and therefore ultimately results in the classroom e.g. paying for sports, art work and other learning outside of the classroom sessions	Pupil Questionnaire Increased confidence seen in pupils Pupil achievements and aspirations are seen to rise Feedback from parents and staff	Mr Speight	April 2021
Improved progress for all of our pupil premium pupils	CPD on looking at alternative provision and work for our PP pupils. £3,500	We want to ensure that PP pupils can achieve high attainment as well as simply 'meeting expected standards'. We want to train a small number of relevant teachers in practices to provide stretch and encouragement for these pupils	Work scrutiny Lesson observations (1:1 included) Effective use of Mrs Brown to support learning of all PP pupils and Mrs Moody to support our catch up tutoring work.	Mr Speight Mrs Coyle	April 2021
Total budgeted cost					£6,500

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?
To look into tracking data within school and create a new assessment tracking system that clearly highlights to all staff who are pupil premium children are and whether they are making at least expected progress	Tracking assessment system used and shared (whole school) PP children highlighted to all staff Looking at progress of each child and putting appropriate provision and resources in place £1,000	Some of the students need targeted support to catch up or extend their learning. Resources purchased to support this will be tried and tested and effective strategies e.g. 1 st Class @Number, Clicker 7, Word Shark, Number Shark, Power of 2, Speed Up and more. Licences for Nessy to be purchased ready to be launched in January 2021.	Progress tracked through intervention manager sessions Pupil Questionnaire Children making at least expected progress	All staff Mr Speight to lead	Jan 2020
High needs pupils are tracked using P-Scales and evidenced using these rather than the national year group expectations grid. Targets set using FFT data and tracking within school	Use of P Scales to show smaller steps and progress as new expectations grid cannot show these smaller steps £1,000	We want to provide extra support and evidence of the great progress that our high needs PP pupils are making.	Engagement with parents and pupils to show the amount of progress that is being made.	Mr Speight 1:1 support staff	Jan 2020
Total budgeted cost					£2,000
Total So far (QTfA +TS)					£8,500

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 implementation?
Behavioural issues of some pupils addressed	Identify a targeted behaviour intervention for identified students. Use intervention manager and 1:1 staff to engage with parents before intervention begins. Develop restorative approaches and focus on positive behaviours. £1,000	The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils.	Ensure identification of target pupils is fair, transparent and properly recorded. Monitor behaviour but also monitor whether improvements in behaviour translate into improved attainment.	Mr Speight	April 2021
Increased attendance rates for pupils eligible for PP.	Mr Speight, Mrs Briggs and Mrs Prest to monitor pupils and follow up quickly on absences. First day response provision. £0	We can't improve attainment for children if they aren't actually attending school. NfER briefing for school leaders identifies addressing attendance as a key step.	Thorough briefing of staff and governors about existing absence issues. Headteacher will collaborate to ensure new provision and standard school processes work smoothly together. .	Mr Speight Mrs Briggs Mrs Prest	April 2021
Improved academic progress and attainment	1:1 lessons and tailored support (tuition). £7,440	1: support enables staff to effectively monitor smaller steps progress and tackle any misconceptions within learning.		Mr Speight Mrs Coyle Miss Sigsworth Mrs Steeples Mrs Roberts	
Total budgeted cost					£8,440
Total = (QTfA +TS+OA)					£16,440

6. Review of Expenditure				
Previous Academic Year		2019-2020		
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
Improve attainment cross-circular	Staff sent on SUMO training to support challenges and dealing with situations and aspirations	Mixed: training has informed approach to building aspiration in school. We measured the impact on attainment for all children, not just PP eligible. Success criteria: not fully met but approach shows promise.	Staff were positive about the training and believe it has affected attitudes of students. We will not continue to implement the approach and monitor pupil response.	£440
ii. Targeted Support				
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
Improved Year 6 PP results and also continued improvement in year 1 phonics test results	One to one tuition delivered by qualified teacher using planned programme.	High: observed increased progress amongst participating children compared to peers, as measured using scores on the Progress in Reading, Writing, SPaG and Maths tests – all at expected standard or more. Success criteria: met.	This seemed to be most effective when the focus area was determined by the class teacher based on their observations of the pupil. We will continue next year.	£1,170 per pupil x3 = £3,510
1:1 support of high needs pupils to ensure that they have full time hours and top up support time	High needs pupils fully supported in the class with 1:1 support	High: observed increased progress amongst participating children compared to peers with similar starting points, as measured using P Scales. Success criteria: met.	This seemed to be most effective when the focus area was determined by the class teacher based on their observations of the pupil. We will continue next year.	£1,340 per child x2 = £2,680

Improved progress for all of our pupil premium pupils	CPD on looking at alternative provision and work for our PP pupils.	High: observed increased progress amongst participating children compared to peers with similar starting points. Success criteria: met.	This seemed to be most effective when the focus area was determined by the class teacher based on their observations of the pupil. We will continue next year.	£1,340 per child x 4 = £5,360
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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
Use of PP towards residential, school trips, school milk, uniforms, sports etc	To help support families and finances at home and ensure that children are supported	High: Fewer behavioural incidents and exclusions alongside great work by the EMS team. Success criteria: met.	Parents appreciated this and they felt supported – To continue next year as and when needed.	£2,680
Behavioural issues of some pupils addressed	Identify a targeted behaviour intervention for identified students. Use intervention manager and 1:1 staff to engage with parents before intervention begins. Develop restorative approaches and focus on positive behaviours.	High: Fewer behavioural incidents and exclusions alongside great work by the EMS team. Success criteria: met.	This seemed to be most effective when focusing in on 2 children. We will continue next year.	£2,680
			Total Spend	£17,350