



Pupil Premium Strategy Statement 2020-21

Pupil premium funding is a national initiative, launched in 2011, designed to raise attainment for all disadvantaged pupils and to support readiness for life.

'Closing the attainment gap between disadvantaged children and their peers is the greatest challenge facing English schools. The gap is stubborn because its causes are entrenched and complex, and most lie beyond the control of schools and educators. However, it is clear that schools can make a difference.'

'In England, the gap has closed in both primary and secondary schools since the introduction of the Pupil Premium, and in every part of the country schools have demonstrated how great teaching and careful planning can make a huge impact on the outcomes of disadvantaged children.'

Education Endowment Foundation – The EEF Guide to Pupil Premium funding

A 3 Tiered approach

At Pytchley Primary School we have adopted a 3 tiered approach to Pupil Premium spending to focus on strategies which will have the greatest impact:

- 1. Teaching:** Improving the quality of teaching and providing professional development opportunities is at the forefront of our approach. Evidence strongly suggests that the most effective way to improve outcomes for disadvantaged children is through excellent classroom teaching. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is key to ensuring high quality provision for all.
- 2. Targeted academic support:** We use a variety of one-to-one or small group interventions linked to effective classroom teaching and learning. Evidence consistently demonstrates the positive impact targeted academic support can have.
- 3. Wider strategies:** Providing support in tackling the most significant, non-academic, barriers to success at school is the final, important tier. Such support includes addressing attendance issues and providing behaviour and social and emotional support.

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1. Summary information

School	Pytchley Endowed CE Primary School				
Academic Year	2020-21	Total PP budget	£30175	Date of most recent PP Review	N/A
Total number of pupils on roll	93	Number of pupils eligible for PP	21 chn	Date for next internal review of this strategy	January 2021

2. Current attainment 2019-2020 **NO EXTERNAL DATA UE TO COVID 19** 3 PUPILS

	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in Reading, Writing and Maths	N/A	%
% achieving in Reading	N/A	N/A
% achieving in Writing	N/A	N/A
% achieving in Maths	N/A	N/A
Progress measure in Reading	N/A	N/A
Progress measure in Writing	N/A	N/A
Progress measure in Maths	N/A	N/A

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

A.	Tier 1: Gaps in knowledge and understanding in Maths, Reading and Writing, which has developed through the lockdown (Also see Catch up Strategy 2020)
B.	Tier 1: Through effective and high quality QFT, modelling is delivered consistently across the school in order to support the progress for all, including the children who qualify for pupil premium.
C.	Tier 2: To close the attainment gap between children who qualify for pupil premium and non-pupil premium groups.
D.	Tier 2: For all staff to have a clear knowledge of the data picture and gaps for the children who qualify for pupil premium, through robust pupil progress meetings.
E.	Tier 3: In the event of a second lockdown, partial lockdown, or further lockdowns remote learning access for children who qualify for pupil premium funding.
F.	Tier 3: To focus on mental health and wellbeing support for children who qualify for pupil premium, providing emotional support following the lockdown and also having a strategy in place in case of further lockdowns. (Remote etc)

Planned Actions and Expenditure

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.

Tier 1: Teaching: To increase the effectiveness of teaching through the provision of quality CPD.

Barrier A- Gaps in knowledge and understanding in Maths, Reading and Writing, which has developed through the lockdown (Also see Catch up Strategy 2020)
Barrier B-Through effective and high quality QFT, modelling is delivered consistently across the school in order to support the progress for all, including the children who qualify for pupil premium.

Key Actions	Rationale / Evidence for proposed actions	Monitoring	Success Criteria	Cost
CPD for all staff in order to raise the standards of Modelling across the school. Class teachers to ensure that children who qualify for pupil premium are a target for this strategy.	Use of the Rosenshine principles will improve the quality of teaching and in turn the quality of learning across the school and also increase consistency across the school.	HT to monitor termly x6 a year. Through book checks/lesson visits and pupil voice. Data check and pupil progress meetings x3 a year December/ April/July	Modelling and high quality QFT is consistently in place across the school to ensure that all pupils of all abilities can access learning to their full potential. Which in turn should achieve at least good progress for all.	£250 Resources
Support staff are provided with appropriate training in order to model successfully to all children but in particular the children who qualify for pupil premium.	Use of the Rosenshine principles will improve the quality of teaching and in turn the quality of learning across the school and also increase consistency across the school.	HT to monitor termly x6 a year. Through book checks/lesson visits and pupil voice. Data check and pupil progress meetings x3 a year December/ April/July	All staff in the school are consistent in their knowledge of QFT in order to successfully support the children. Which in turn should achieve at least good progress for all.	£275 Support staff time per term
CPD for all staff in order to ensure that the staff are able to differentiate accurately in all curriculum areas.	Use of the Rosenshine principles will improve the quality of teaching and in turn the quality of learning across the school and also increase consistency across the school.	HT to monitor termly x6 a year. Through book checks/lesson visits and pupil voice. Data check and pupil progress meetings x3 a year December/ April/July	CPSD is robust and purposeful in order to support the individual child's needs. In order to ensure at least good progress for all.	£275 Support staff time per term

Ensure that the monitoring of learning is varied and includes specific focus on the children who qualify for pupil premium.	Use of the Rosenshine principles will improve the quality of teaching and in turn the quality of learning across the school and also increase consistency across the school. The school can then review and adapt this accordingly.	HT to monitor termly x6 a year. Through book checks/lesson visits and pupil voice. Data check and pupil progress meetings x3 a year December/ April/July	Monitoring cycle is robust and clearly focused and includes external observations and input.	N/A
			Total budgeted cost	£6850
Tier 2: Targeted support: To provide effective intervention strategies, based on gap analyses, which incorporate consistent delivery; high quality feedback to pupils and the effective liaison with class teacher, tutor and pupil.				
Barrier C- To close the attainment gap between children who qualify for pupil premium and non-pupil premium groups. Barrier D- For all staff to have a clear knowledge of the data picture and gaps for the children who qualify for pupil premium, through robust pupil progress meetings.				
Key Actions	Rationale / Evidence for proposed actions	Monitoring	Success Criteria	Cost
Ensure that interventions address any gaps in attainment between groups-in particular disadvantages and non-disadvantaged-links with Catch Up Strategy 2020	Increase the school knowledge of data and use of this to successfully inform planning and interventions.	Termly monitoring through pupil progress meetings and data drops. December 2020 April 2021 July 2021	The gap is closed between key groups in particular children who qualify for pupil premium and those who do not.	£7550 for interventions for Maths £7550 for interventions for English
Track PUMA and PIRA results in order to compare these against FFT predictions.	Increase the school knowledge of data and use of this to successfully inform planning and interventions.	Termly monitoring through pupil progress meetings and data drops. December 2020 April 2021 July 2021	A whole school data tracking system is in place in order to identify predictions for all children, and in particular children who qualify for pupil premium. Children who qualify for pupil premium making at least expected progress.	N/A
Ensure that pupil progress meetings are robust and challenge the support offered for the children who qualify for pupil premium.	Increase the school knowledge of data and use of this to successfully inform planning and interventions.	Termly monitoring through pupil progress meetings and data drops. December 2020 April 2021 July 2021	Staff awareness and accountability for data is increased and increased awareness of the children who qualify for pupil premium in particular is clearer.	N/A
			Total budgeted cost	£15100

Tier 3: Wider Strategies: To address non-academic barriers of remote learning na mental wellbeing.

Barrier E-
Barrier F-

Key Actions	Rationale / Evidence for proposed actions	Monitoring	Success Criteria	Cost
To ensure that the school is equipped for remote learning in the event of a partial or full lockdown-links with Catch up Strategy 2020.	To ensure that the children who qualify for pupil premium are able to access remote learning opportunities in the event of lockdown in order to continue to have support and make progress.	HT to monitor termly. Office staff to contact parents who have not logged into Google classroom.	All staff, including support staff have the provision and devices in place in order to ensure that remote learning is possible in the vent of further lockdowns. All children in the school in particular the children who qualify for pupil premium are supported and prepared to access remote learning.	£400 a device 8 devices required- £3200
Provide emotional support, such as drawing and talking for any children who might be struggling with emotional resilience during this time.	Supporting the mental health needs for the children in order to ensure that they are ready to learn and are supported.	HT and SENCO to monitor every two weeks during update meetings.	All barriers to learning are understood and children are emotionally supported in order to learn.	£500 Training costs £4500 Support staff time
			Total budgeted cost	£8200
			Overall Cost	£30150

Review of expenditure				
Previous Academic Year		2019-2020		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: <i>Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</i>	Lessons learned <i>(and whether you will continue with this approach)</i>	Cost
KS1 results are in line with national results for reading, writing and maths	<p>KS1 PP small group support to develop Reading Writing</p> <p>Reduced class size in Maths to accelerate progress</p> <p>Phonic/reading skills are developed through targeted extra reading and phonic sessions</p>	Due to COVID no results	<p>Through the tracking systems, gaps that start to appear need to be addressed rapidly using interventions over 6 weeks, which are over and above the daily sessions.</p> <p>Review the teaching of maths</p> <p>PP with SEND are not making the expected progress.</p>	7,000
Year 1 Phonics results continue to be above national	Daily reading and phonic work for those pupils not reading as regularly at home. Interventions support the progress of pupils requiring accelerated progress	Due to COVID no results	Progress was not as expected. Interventions were not focused to accelerate progress needed.	2,000

KS2 results are in line with national results for reading, writing and maths	KS2 PP small group support to develop Reading Writing Reduced class size in Maths to accelerate progress	Due to COVID no results	Use of Hodder scores to show progress from lower starting points for SEND PP group. Monitoring of the teaching of Maths across school to close gaps.	7,000 7,000
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ii. Targeted support

Desired outcome	Chosen action/approach	Estimated impact: <i>Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</i>	Lessons learned <i>(and whether you will continue with this approach)</i>	Cost
Pupils' language skills through conversations and a range of tasks has improved.	Pupils' language skills through conversations and a range of tasks has improved.	Pupils' vocabulary skills in EYFS improved through tasks enabling pupils to retell well-known stories. Vocabulary	AIP to increase pupil's vocabulary knowledge	2,000

iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact: <i>Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</i>	Lessons learned <i>(and whether you will continue with this approach)</i>	Cost
Attendance for PP children is in line with national	Parents approached whose attendance falls below 90% or there are punctuality issues	Due to COVID, attendance was difficult to measure.	Target families each term with attendance below 90%. Illness throughout school impacted upon this target – chicken pox, flu like symptoms Need to track engagement in online learning in the future.	N/A

<p>Pupils have breakfast ready for the start of the day. Pupils are able to access homework support Free for PP Develop their social skills</p>	<p>Pupils attend Breakfast Club and After School Club</p>	<p>Pupil attended the facilities available in the morning and in the evening, these numbers include PP. Improved social skills for all. Increased punctuality and readiness for school. Parents accessing these facilities impacts upon the quality of the whole family.</p>	<p>PP punctuality for some children to be targeted.</p>	<p>4,800</p>
<p>Children experience opportunities to access facilities outside of the curriculum</p>	<p>Subsidised trips and attendance at Clubs</p>	<p>All pupils accessed residential trips</p>	<p>Target pupils to access Clubs.</p>	<p>500</p>

Additional detail

*In this section you can annex or refer to **additional** information which you have used to inform the statement above.*