

Pakeman Primary School



Pakeman Pupil Premium Strategy Statement 2020-21



SUMMARY INFORMATION

School	Pakeman Primary School				
Academic Year	2020-21	Total PP budget	£211,165	Date of most recent PP Review	Autumn 2020
Total number of pupils	316	Number of pupils eligible for PP	157	Date for next internal review of this strategy	Summer Term 2021

RATIONALE:

Our aim is to use the pupil premium funding to counter disadvantage and to ensure greater equity through:

1. Improving teaching
2. Providing targeted academic interventions
3. Using a wider range of strategies to overcome barriers to learning

Tier 1: Supporting Great Teaching

We recognise the importance of ensuring all pupils, whatever their background or circumstance, are provided with an education of the highest quality. This will ensure that all our pupils are equipped with the knowledge and skills they will need to succeed in, and beyond school. Strategies to close achievement gaps between groups and individuals are an integral part of every lesson, and evident across the curriculum. Within the classroom there is a clear focus on well planned and differentiated lessons that challenge and stretch all pupils. A programme of training supports staff to continually expand and experiment with a full range of teaching strategies and techniques to ensure the achievement gap is closed rapidly through the use of timely and appropriate interventions.

Our tier 1 “pupil premium” support will include: extensive gap analysis used to further inform teaching, 1:1 and small support within the class, TA support in class, the employment of specialist teachers, CPD for staff and collaborative practice, including team teaching, modelled lessons and best practice visits.

Tier 2: Targeted Academic Support

For some children, high quality teaching in itself may not be enough and there is a need for additional, time-limited provision outside of normal classroom activities. There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy. Programmes are likely to have the greatest impact where they meet a specific need, such as oral language skills or aspects of reading, include regular sessions maintained over a sustained period and are carefully timetabled to enable consistent delivery. Effective intervention follows assessment, which can then be used to ensure that support is well-targeted and to monitor pupil progress.

Our tier 2 “pupil premium” support will include: 1:1 / small groups in English and maths, additional learning time, online 1:1 tutoring, additional phonics, speech and language support and SEND / EAL support groups.

Tier 3: Wider Strategies

In addition to the strategies above, a range of other strategies can contribute to children's success in school, such as improving attendance, supporting positive behaviour, social and emotional skills and building parental engagement. Parents play a key role in supporting children to learn at home and it is important for us to work together to support this.

Our tier 3 "pupil premium" support will include: a focus on improving attendance, providing curriculum enrichment opportunities, support for wellbeing and mental health, interventions to increase parental engagement and to ensure there is equity for pupils.

CONTEXT:

We have high aspirations and ambitions for our children and we believe that there are no limits to what our children can achieve and that no child should be left behind. We strongly believe that it is not about where you come from but your passion and thirst for knowledge, and your dedication and commitment to learning that make the difference between success and failure, and we are determined to ensure that our children are given every chance to realise their full potential. Pupil premium funding represents a significant proportion of our budget and we are committed to ensuring it is spent to maximum effect.

We believe that one of the biggest barriers for children can be poverty of expectation and we are therefore determined to create a climate that does not limit a child's potential in any way. Our school motto "Excellence for All and Excellence from All" reflects our high expectations of the whole school community and we aim to be an optimistic school in every respect (Please see our Optimistic School Charter).

OUR POPULATION:

The school is located in an area of high social deprivation and we have a high percentage of children eligible for pupil premium, which brings some complex challenges. However, staff are committed to ensuring that these challenges are mitigated so that all pupils can reach their full potential. We believe there is no "one size fits all" so it is essential that we identify individual barriers in order to provide personalised, targeted support so that our children can flourish.

"There is a strong sense of purpose and desire to overcome any difficulties. All staff are keen to go the 'extra mile', and the school deploys its resources well, particularly to provide extra support and intervention for pupils and families who may face significant difficulties and barriers to learning. As a result, any gaps between groups are closing rapidly."

"All staff are committed to providing each pupil with the best possible education. Equality of opportunity and the elimination of discrimination are pursued effectively. A continual drive for improvement is underpinned by effective systems for evaluating the strengths and further areas for development of the school. The school's good organisation and strong, shared vision underpin its good capacity to continue moving forward." (Ofsted)

COVID-19

Covid 19 has had an enormous impact on the education of our children. It has resulted in unprecedented challenges and has brought intense pressure, high levels of stress and anxiety and radical changes to the way in which we work and live.

The closure of schools is likely to have a considerable impact for all pupils, but the largest impact is likely to fall on those from the poorest families.

Every child's experience has been different and some children have been impacted far more than others. It is clear that children have had access to different levels of learning during the lockdown. Some children have parents who have been able to take on the role of 'teacher' and oversee the home learning. For many others, a whole range of issues have impacted on their ability to learn at home:

- Space to work
- Overcrowding
- Parents having the time / skills to commit to home learning
- Lack of access to online facilities

The health of some children has been impacted by poor nutrition and a lack of physical exercise or access to the outdoors. Many families have experienced serious illness and bereavement and there will be ongoing anxieties for children, parents and staff about getting back to "normality" and returning to school.

Children have experienced a great deal of loss – loss of structure and routines, loss of relationships, loss of support networks and loss of freedom. Families will have been under greater pressure and will need a wide range of support on their return to school (e.g. financial, housing, mental health).

As all children return to a "new normal" in school, our challenge is to reduce, as much as possible, the negative impact this pandemic will have on children's physical and mental well-being and on their longer-term academic success.

PUPIL OUTCOMES 2019- 2020 – There is no national data for 2020, due to the pandemic. Below is our data from 2019.

Disadvantaged pupil progress scores for last academic year 2019-20

Measure	Score
Reading	N/A No testing due to COVID-19
Writing	N/A No testing due to COVID-19
Maths	N/A No testing due to COVID-19

Disadvantaged pupil performance overview for last academic year 2019/20

Measure	Score
Meeting expected standard at KS2	N/A No testing due to COVID-19
Achieving high standard at KS2	N/A No testing due to COVID-19

PUPIL OUTCOMES 2018-2019

EYFS			
	Pupil Premium	All Pupils	LBI
Good level of development (GLD)	65%	66%	71%
Reading	71%	71%	76%
Writing	65%	68%	73%
Number	77%	74%	80%
Shape	77%	74%	81%

YEAR 1 PHONICS SCREENING CHECK

All pupils	Pupil Premium	All Pupils	National Average
YEAR 1	93%	85%	82%
YEAR 2 Cumulative	87%	90%	92%

END OF KS1

	Pupil Premium	All Pupils	National Average
% reaching expected standard in reading	67%	68%	75%
% reaching expected standard in writing	71%	68%	69%
% reaching expected standard in maths	71%	70%	76%
% reaching greater depth in reading	17%	23%	25%
% reaching greater depth in writing	17%	18%	22%
% reaching greater depth in maths	17%	23%	22%

END OF KS2			
	Pupils eligible for PP	School average	National average
% achieving expected standard or above in reading, writing and maths	58%	59%	65%
% reaching expected standard in reading	73%	73%	73%
% reaching expected standard in writing	83%	82%	78%
% reaching expected standard in maths	73%	73%	79%
% reaching greater depth in reading	15%	11%	27%
% reaching greater depth in writing	24%	21%	20%
% reaching greater depth in maths	15%	15%	27%
Progress rate in reading	2.73	1.69	0
Progress rate in writing	4.73	3.93	0
Progress rate in maths	1.01	0.31	0

ATTENDANCE 2019-20 - There is no national data for 2019-2020, due to the pandemic. Below is our data from 2018-19:

ATTENDANCE DATA		
2018-19	PUPIL PREMIUM	WHOLE SCHOOL
Attendance	94.6%	95.4%

PRIORITIES FOR CURRENT ACADEMIC YEAR 2020/21

Focus	Success Criteria	Target date
Supporting great teaching	<ul style="list-style-type: none"> Teaching is consistently good or better across the school. 	Ongoing
Rapid progress in Reading	<ul style="list-style-type: none"> Pupils achieve national average progress scores in KS2 Reading (0+) Tracking shows children in interventions are making rapid progress from baseline assessments. 	July 21
Rapid progress in Writing	<ul style="list-style-type: none"> Pupils achieve national average progress scores in KS2 Writing (0+) Tracking shows children in interventions are making rapid progress from baseline assessments. 	July 21
Rapid progress in Mathematics	<ul style="list-style-type: none"> Pupils achieve national average progress scores in KS2 Maths (0+) Tracking shows children in interventions are making rapid progress from baseline assessments. 	July 21
Rapid progress in Phonics	<ul style="list-style-type: none"> 85% of year 2 children pass phonics screening checks by end of year 2021 95% of year 2 children pass phonics screening checks by end of year 2022 100% of children in year 3 pass the phonics by end of year 2021/2022. Tracking shows children in interventions are making rapid progress from baseline assessments. 	July 21
Other	<ul style="list-style-type: none"> Attendance of disadvantaged pupils is above National average (96%) Routines, relationships and expectations are re-established after lockdown and, as a result, children settle well and are ready to learn PP families are well supported to overcome any barriers to achievement. Pupils continue to experience a high quality, broad and balanced curriculum There is equity through access to enrichment activities, the curriculum and technology and through targeted funding (uniform, educational trips, childcare, clubs) 	July 21 Ongoing Ongoing Ongoing Ongoing

TIER 1: SUPPORTING GREAT TEACHING

RECORD OF PUPIL PREMIUM GRANT SPENDING BY ACTIVITY /PROJECT 2020-21

FOCUS	ACTIVITY / PROJECT	OBJECTIVE	COST	FOCUS PRIORITY
STAFF DEVELOPMENT:	Team Leader: Monitoring and Intervention	<p>Team Leaders work alongside other teachers to support planning, observe and model lessons, team teach, share examples of excellence and to provide personalised CPD.</p> <p>There is consistency in the implementation of practice and expectations. Any within school variance is addressed.</p>	£8,600	<p>Teaching is consistently good or better across the school.</p> <p>Any inconsistencies are picked up and addressed.</p> <p>Staff reflect on and improve practice through working with others.</p>
	Learning from others	<p>Staff are provided with opportunities to see and share best practice opportunities:</p> <ul style="list-style-type: none"> • Lesson study • Team Teaching • Best practice visits <p>Staff are released to participate in best practice visits to other schools.</p>		
	Collaborative working across schools	<p>The school is part of a collaborative of schools called Futurezone and participates fully in shared INSET and projects: Yvonne Connolly Project (Equality and Diversity), RULER and collaborative pupil projects</p>		
	Leadership Development	<p>A range of opportunities are in place to support leadership development: leadership courses (Middle leaders' course and NPQH), personalised coaching sessions, coaching skills training and subject leadership training (Curriculum)</p>	£11,000	<p>Teaching is consistently good or better across the school.</p> <p>Staff reflect on and improve practice through working with others.</p>
	Support for NQTs	<p>A personalised programme of support and training is put in place for NQTs</p>		

	CPD	Continue to provide a range of training: <i>Recovery curriculum, metacognition, Unconscious Bias Training, supporting children with bereavement, anxiety, effective verbal feedback, effective support for SEND pupils, Use of White Rose in the EYFS, Phonics,</i>		Teaching is consistently good or better across the school. Staff reflect on and improve practice through working with others.
PROVISION OF SPECIALIST TEACHING	Specialist teachers for PPA: Music, PE, drama and French	Use of specialist teachers for PPA to provide high quality provision and ensure consistency in expectations (The Artis drama and movement sessions are funded by a private donor)	£33,853	Pupils experience a high quality, broad and balanced curriculum
EXTERNAL VALIDATION	Quality Assurance Visits	Use of external consultancy to provide support, challenge, expertise and external validation in reading, writing, maths, our return to school and in curriculum development.	£3,500	Teaching is consistently good or better across the school. Any inconsistencies are picked up and addressed.
FEEDBACK AND ASSESSMENT	Pupil Progress Meetings	Regular pupil progress meetings are used to track progress and to target pupils for interventions. Intervention groups are fluid.	£3,000	Teaching is consistently good or better across the school. Gaps are picked up and teaching and interventions are used to fill in gaps in learning. Children make rapid progress in RWM
	Purchase of NTS Papers	Use of gap analysis to identify gaps and to inform teaching and interventions.		
	Effective verbal feedback	To develop an effective verbal feedback policy		
TOTAL:			£59,593	

TIER 2: PROVIDING TARGETED ACADEMIC SUPPORT				
RECORD OF PUPIL PREMIUM GRANT SPENDING BY ACTIVITY /PROJECT 2020-21				
FOCUS	ACTIVITY / PROJECT	OBJECTIVE	COST	FOCUS PRIORITY
BOOSTERS	SATs booster classes and Action Tutoring	Maximising learning time through provision of before and after- school booster classes in English and Maths for years 2 and 6 pupils Development of maths and English skills through gap analysis, addressing misconceptions and SATS revision (Action Tutoring Revision Days)	£12,000	Children make rapid progress in RWM <ul style="list-style-type: none"> Pupils achieve national average progress scores in KS2 RWM (0+) Tracking shows children in interventions are making rapid progress from baseline assessments.
1:1 / SMALL GROUP INTERVENTIONS	1:1 / small group interventions in reading, writing, maths and phonics	Development of reading, writing, maths and phonics skills through delivery of one-to-one and small group targeted support across the school	£36,678 (Overall costing)	(See targets in each section below)
READING	1:1 / small group interventions in reading	Development of reading skills through delivery of one-to-one and small group targeted support across the school	(See overall costing for 1:1 / small group tuition above)	Children make rapid progress in reading: <ul style="list-style-type: none"> Pupils achieve national average progress scores in KS2 Reading (0+) Tracking shows children in interventions are making rapid progress from baseline assessments.
	Targeted use of reading volunteers – Beanstalk Tutormate, Bookmark	Volunteers provide reading support in KS1 and KS2 on a one-to-one basis to: <ul style="list-style-type: none"> - improve reading levels - increase overall confidence - inspire a lifelong love of reading - increase the range of materials children read 	£5,370	
	Purchase of new books (Diversity and equality)	Reading books are purchased to embed equality and diversity across the curriculum and to ensure reading material truly reflects the diversity of families in the school population.	(Funded by Richard Reeves Foundation)	
	Purchase of decodable books	To provide opportunities for children to use knowledge of phonics and word analysis skills to decode unfamiliar words, supporting children to experience success, build fluency and develop good reading strategies.	£2,000	
MATHS	1:1 / small group interventions in maths	Development of maths skills through delivery of one-to-one and small group targeted support	See overall costing for 1:1 / small group tuition above)	Children make rapid progress in maths: <ul style="list-style-type: none"> Pupils achieve national average progress scores in KS2 maths (0+)

	Additional daily maths group	Daily maths session with year 5 children	See overall costing for 1:1 / small group tuition above)	<ul style="list-style-type: none"> Tracking shows children in interventions are making rapid progress from baseline assessments.
	Introduction of online tutoring	Introduction of weekly, online tutoring in maths for 40 targeted children in years 4,5, and 6 (See Catch Up Premium Strategy)	(Funding-catch up premium)	
	Afternoon consolidation sessions	Targeted children have time to practise and consolidate key maths skills in daily maths sessions in the afternoon (KS2)	£1,500	
	Introduction of White Rose (EYFS)	White Rose maths continues to be introduced in the EYFS and staff are confident in its delivery		
WRITING	1:1 / small group interventions	Development of writing skills through one-to-one and small group targeted support	See overall costing for 1:1 / small group tuition above)	<p>Children make rapid progress in writing:</p> <ul style="list-style-type: none"> Pupils achieve national average progress scores in KS2 Writing (0+) Tracking shows children in interventions are making rapid progress from baseline assessments.
PHONICS	1:1 / small group phonics sessions	<p>Development of phonics skills through one-to-one and small group targeted support</p> <p>(See Catch Up Premium Strategy for additional phonics interventions)</p>	See overall costing for 1:1 / small group tuition above)	<p>Children make rapid progress in phonics</p> <ul style="list-style-type: none"> 85% of year 2 children pass phonics screening checks by end of year 2021 95% of year 2 children pass phonics screening checks by end of year 2022 100% of children in year 3 pass the phonics by end of year 2021/2022. Tracking shows children in interventions are making rapid progress from baseline assessments.
KEY SKILLS	Key Skills club	Introduction of before school club to practise and consolidate key skills – reading comprehension and maths skills	£1,500	Tracking shows children in interventions are making rapid progress from baseline assessments.
SEND	Speech and Language Groups	Targeted speech and language support is provided	£13,408	Tracking shows targeted children with SEND are making rapid progress from baseline assessments.
	Educational Psychology	Additional Educational Psychology days are purchased for observation and assessment of pupils		
	SEND support	The progress of targeted pupils with SEND is carefully monitored and tracked and a range of strategies are put in place to support them in making good progress – e.g. effective differentiation, pre-teaching of key vocabulary, visual timetables, communication in print, language groups, sensory resources.		
EAL	EAL support	Targeted EAL support is provided in 1:1 / small group sessions.	£21,455	Tracking shows targeted children with EAL are making rapid progress from baseline assessments

EYFS	1:1 small group support	An additional teaching assistant to provide targeted support for speech and language, phonics and early maths	£12,130	Reception children make good progress from the on-entry baseline
TOTAL:			£106,031	

TIER 3: WIDER STRATEGIES				
RECORD OF PUPIL PREMIUM GRANT SPENDING BY ACTIVITY /PROJECT 2020-21				
FOCUS	ACTIVITY / PROJECT	OBJECTIVE	COST	FOCUS PRIORITY
ATTENDANCE	Attendance Officer (+ Child and Family Support Worker and Well-being Lead) to work to support families with attendance and acute needs	<p>Rigorous monitoring to ensure early identification of pupils and early intervention</p> <p>First day calling and home visits to follow up on children who are absent</p> <p>Targeted parent meetings to follow up on persistent absence</p> <p>Workshops / coffee mornings to promote attendance and to provide support re medical issues</p> <p>Regular review of attendance data</p> <p>Close working with the Child and Family Support Worker / Well-being Lead</p>	£10,000	Attendance of disadvantaged pupils is above National average (96%)
CURRICULUM	Young Shakespeare in Schools	<p>Extending cultural experience and opportunity to enjoy Shakespeare's work</p> <p>Building creativity and language skills</p> <p>Building the confidence and enthusiasm of staff to bring Shakespeare into the classroom</p>	£1,580	Pupils experience a high quality, broad and balanced curriculum
	Now Press Play	<p>To bring the curriculum to life by making learning exciting, engaging and relevant</p> <p>To ignite children's imaginations and support improved standards in writing</p>	£2,395	

WELLBEING / SEMH	A range of well-being support is in place.	<p>Weekly Pastoral Meetings</p> <p>Targeted parents' meetings to provide support and signpost parents to external agencies</p> <p>A wellbeing lead is in place to drive wellbeing for children, parents and staff across the school.</p> <p>A range of targeted provision in place to support children's wellbeing and social, emotional and mental health needs – social and nurture groups, therapy using art and creative play, drop-in sessions</p> <p>Alternative provision is in place to support children to build confidence, self-esteem and resilience and to support them in finding new interests– choir, cooking, gardening, carpentry, song-writing, art</p>	£12,000	<p>Routines, relationships and expectations are quickly re-established and are strong. As a result, children settle well, their emotional needs are met and are ready to learn.</p> <p>Families are well supported to overcome any barriers to achievement.</p>
	Communication	<p>Weekly newsletters provide up to date information about the curriculum, events and signpost parents to other agencies for support.</p> <p>The school website and newsletter showcase learning and excellence across the curriculum.</p>	£5,230	Communication with parents is strong and helps to increase parental engagement, their understanding of the curriculum and year group expectations
EQUITY	Targeted financial support is provided	<p>Provision of targeted places in breakfast club and playcentre to support good attendance and punctuality, well-being / SEMH and to support parents to overcome any barriers to achievement.</p> <p>Support with uniforms and residential trips</p>	£7,000	<p>There is equity through enrichment activities, access to the curriculum and technology and targeted funding (uniform, educational trips, childcare, clubs)</p> <p>Families are well supported to overcome any barriers to achievement.</p>
	Purchase of set of 30 chrome books	<p>To provide increased access to technology, especially for those children with no / limited access at home</p> <p>To use technology to support increased practice and consolidation of English and maths skills (Consolidation sessions)</p>	£7,500	
TOTAL:			£45,705	
TOTAL PP TO SPEND		£211,165	TOTAL PP SPENT:	
			£211,689	