

Pupil premium report for Long Sutton C of E Primary School

2020/21 proposals including review of 2019/20

Pupil premium spending 2020/21

SUMMARY INFORMATION			
Date of most recent pupil premium review:	March 2020	Date of next pupil premium review:	March 2021
Total number of pupils:	90	Total pupil premium budget:	£29, 690
Number of pupils eligible for pupil premium:	24	Amount of pupil premium received per child:	£1320

STRATEGY STATEMENT

The overall aim of the school pupil premium strategy is to improve the attainment and progress of all disadvantaged pupils across the school, ensure they make good progress from their starting points and to reduce the attainment gap between these pupils and others. To ensure that their basic needs are met and that they build resilience, self-worth and self-esteem through developing their social and emotional literacy, ensuring they have the skills to become life-long learners with the ability to overcome issues that arise in later life and aspire to achieve all they want to.

What works well:

- Smaller, single year group teaching classes for English and Maths
- Focused Social and Emotional support for key children
- 1 to 1 support and work with parents to enable them to support their children's learning (this is effective for families who engage with this.)
- Enabling children to access learning and activities they would not otherwise be able to e.g. music lessons, specific sporting events, residential etc
- 1 to 1 support and curriculum for high needs children enabling them to make progress from their starting points and access class learning that is adapt to their needs.
- Small group extra teacher or TA teaching, especially effective if it is the teacher but this has other implications

What hasn't worked effectively:

- 1 to 1 support with some families who are not able to engage and support learning.
- ELSA leaving mid year, issues with recruitment and having to re-train a new ELSA leaving a gap in practice.
- Pre-teaching for Maths, as it is hard to find the time for the teacher to do this without an impact on the rest of the children
- There is still a gap between children receiving pupil premium and those not, this is down to a number of reasons which have been carefully analysed. The small numbers also impact the percentages, as do the high number of children with High Needs who are also in receipt of the Pupil Premium, but the gap is still there and progress of these children needs to be improved.

Core approaches:

- High quality first teaching by skill teachers and TAs
- Good quality training for all staff to enable continual development of teaching
- High quality data analysis and target setting to ensure high expectations
- Planning that specifically meets the needs of these groups
- Individual intervention plans
- A focus on social and emotional learning and meeting the basic needs of pupils where needed.

Assessment information

There are too few pupils to compare data in most year groups and sharing data could enable pupils to be identified. Of the pupils within this data 3 of them are high needs and have individual curriculums to support their own learning and progress from their starting points. They have made good progress against their own targets.

There is no data for 2020 due to COVID-19.

EYFS			
	Pupils eligible for pupil premium (PP)	Pupils not eligible for PP	
	2 children	13 children	
		School Average	National average
Good level of development (GLD)		77%	72%

YEAR 1 PHONICS SCREENING CHECK		
Pupils eligible for PP	Pupils not eligible for PP	National average
1 child	8 children	
	77%	82%

END OF KS1			
	Pupils eligible for PP	Pupils not eligible for PP	
	1 child	13 children	

END OF KS1			
		School average	National average
% making expected progress in reading		54%	75%
% making expected progress in writing		62%	69%
% making expected progress in maths		85%	76%

END OF KS2			
	Pupils eligible for PP	Pupils not eligible for PP	
	6 children	12 children	
		School average	National average
% achieving expected standard or above in reading, writing and maths	16%	59%	65%
% making expected progress in reading	50%	75%	73%
% making expected progress in writing	67%	67%	78%
% making expected progress in maths	50%	67%	75%

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	Children in large classes with 3 year groups, making it harder to target individuals and ensure personalise learning, especially in Maths
B	A number of the children are subject to social and emotional factors that impact on their learning outcomes
C	A number of the children have difficult family situations including illness and bereavement as well as some being young carers and this has impact on their learning outcomes
D	Language and communication on entry to school is below the expected standard
E	In addition to being eligible for pupil premium, many of the children have additional specific learning difficulties
G	Some issues with phonics into early reading and then in KS2 lack of fluency and comprehension in reading, partially due to lack of experience of reading, limited support and poor vocab

ADDITIONAL BARRIERS

External barriers

F	Attendance of some of our PP children is a key priority as some are below 90%
G	Lack of support for learning at home and low aspirations for the children
H	Lack of independent and self motivation to learn

INTENDED OUTCOMES		
Specific outcomes		Success criteria
A	To move back to 4 classes, with smaller class sizes and 2 years groups maximum per class.	More personalized learning target at specific year groups. Children making improved progress and the majority achieving age expected standard for the year group
B	To improve the resilience, confidence and self motivation of targeted children to ensure that they are able to take risks in their learning and make academic progress within a supported environment. Targeted support will have a direct impact on their achievement and well being. Work as a whole school on learning muscles and how we learn as part of all learning.	Observation show that they are happier and more independent in their learning. Learning shows improved progress
C	To support children with their emotional literacy, helping them increase their confidence and communication skills to work with other children and accelerate their learning	Pre/post assessments show progress Targets achieved and transferred into class situations Learning shows progress
D	To ensure that the children are making good progress from their starting points and they, where appropriate, achieve age expected expectations or better. Those with specific high needs achieve the aspirational targets set for them.	Children to have maintain progress or accelerated this.
E	To improve the attendance of all disadvantage pupils.	Attendance data analysis
F	All pupils will be inspired and supported by providing experiences to enrich and enhance their learning across the curriculum	Children have tried a new skill Children have taken part in a club, visit or residential Children have showed interest in or aptitude in a new skill

Planned expenditure for current academic year

ACADEMIC YEAR					
Quality of teaching for all					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Creating a 4 class. Reducing class size and ensuring a maximum of 2 year groups per class.	All children, but especially the disadvantaged children make improved progress/accelerated progress from their starting points. Majority of children achieve age related expectations by the end of the year.	EEF research shows that reducing class size has +3 impact, this couple with the ability of the teacher to change how they teach, giving more intense, focused teaching to key groups and also great feedback to individuals will impact on learning and progress.	Governors to monitor children's progress and attainment termly. Pupil Progress meetings and NFER tests	ER £12000	Termly December 2020, April 2021, July 2021
Subscription for School's Library service and purchase of new reading books.	To ensure a love of reading and high engagement across the curriculum. Improve the book selection for home reading across the school	Children benefit from access to a wide range of non fiction books that are up to date and engaging. The range of guided reading books engages readers at all levels and increases the range available, again engaging children in reading. Good quality texts for teaching reading help improve reading comprehension.	Curriculum leader to monitor use of resources and children's engagement with them. Reading monitored by class teachers through AR and guided Reading sessions. Monitoring of guided reading	GM £1714	April 2021

More phonically decodable and KS1 reading books and guided reading books.	To ensure books are readable encouraging a positive mindset and good outcomes. Enabling fluency of reading from the start.	Research shows that children need phonically decodable books at the exact stage of phonics they are being taught, this enables them to read them independently and fluently, achieving well and developing confidence.	Curriculum leader to monitor phonics and reading progress. Pupil Progress Meetings Individual reading interviews. By Head	GM £500 (match funded by English Hub)	Dec 2020
Mastery Maths specialist training and support	To develop mastery maths teaching across the school to that children are at age expectations and make improved progress CPD opportunities for staff	Maths progress at KS2 is below national average. Too many children Y4/5/6 are below national expectations.	Monitoring of maths teaching and learning by Curriculum leader and Head. NFER scores Pupil Progress Meetings Maths book scrutiny	SJ £500	July 2021
Somerset Literacy Network Membership	To improve the outcomes for children in writing Provide CPD opportunities for staff To provide enrichment opportunities for children e.g. poetry competition and slam, poetry week	Writing across the school is below national expectations. Enrichment opportunities boost children's experiences.	Writing moderation in school and across the CLP schools. Pupil Progress Meetings Numbers of children engaged in enrichment opportunities	GM £250	December 2020, July 2021

NumberSense	To ensure Y1/2 children all have good basic number sense as a basis for further maths learning. To target KS2 children who have fallen behind and ensure they grasp this.	Some children in KS2 have poor numbersense and do not know the basic number facts and this has been a block to making good progress.	Monitoring of KS1 Maths progress Pupil Progress Meetings Pre/post assessments for target children	SJ and GM £150	Termly
Total budgeted cost:					£15, 114
Targeted support					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Emotional Literacy work with groups and individuals	To boost the self esteem, attitudes to learning sense of well being, social skills; focusing on developing 4 key skills: empathy, motivation, social skills and self awareness. This is also support for forces families with family members away,	EEF Research: Social and emotional interventions +4 months. The school has identified this as a key barrier for a number of children.	Pre/post assessments SENco monitoring the interventions and the children's behavior in class and play. Pupil Progress Meetings	JM £4400	Termly

Small group intervention	To target key areas of learning for specific children to enable them to have extra time on learning or revisit concepts	EEF – small group and 1 to 1 tuition of highly skills and trained adults using specific interventions (+3 or +5 months). Some children need more time to achieve their learning or have specific learning difficulties e.g. dyslexia and need specific interventions.	Pre/post assessments SENco monitoring the interventions and the children’s behavior in class and play. Pupil Progress Meetings	JM £1840	Termly
Team Teach?	To ensure the dignity and safety of all pupils and ensure the integrity of behavior management	De-escalation strategies required particularly for some children in receipt of PP	Monitor incidents Monitor ABC charts	ER SEN Governor ?2000	Termly
Pupil conferencing and targeted feedback	Teach to meet with focus children to review learning, set targets and give specific feedback	EEF +8 months for feedback.	Pupil Progress Meetings NFER data	ER	
Additional SEN support for targeted children	1 to 1 support for children with EHCP/High Needs	EHCP states these children need specific interventions, individual planning and teaching to achieve individual targets and make progress from their starting points		JM £2000	
Total budgeted cost:					£8240 + ?£2000
Other approaches					
Action	Intended outcome	What’s the evidence and rationale for this choice?	How will you make sure it’s implemented well?	Staff lead	When will you review this?

Support for school residentials, trips, individual music lessons or specific clubs.	To provide enrichment opportunities for children, to enhance learning and life skills	All children have access to all school trips and disadvantage children are able to learn a new skill if they chose to.	Talk to the parents about this. Monitor up take	ER £1700	April 2021
Monthly monitoring of attendance and follow up with parents by discussion and letter.	To improve the attendance of all pupils and pick up any patterns in non-attendance.	Some poor attendance amongst disadvantaged children	Attendance monitoring	CC £500	April 2021
Total budgeted cost:					£1700
Overall Total Budget					£25054 + ?£2000

Review of expenditure from 2019/20

PREVIOUS ACADEMIC YEAR				
Total amount:				
Quality of teaching for all				
Action	Intended outcome	Impact	Lessons learned	Cost
Employing an ELSA	To support pupils' self-esteem, attitudes to learning, sense of well-being and enjoyment of school, social skills and support in developing friendships and the understanding of emotions. Support for service children when parents are away from home. The key focus is on developing these 4 skills: Empathy, motivation, social skills, self awareness.	Children benefitted well from this showing progress towards individual targets and being more settled in class. Individual case studies held by the SENco show good impact for the children, enabling them to engage better with learning in school.	These sessions have become more targeted with specific 6 week programmes which are reviewed at the end of the sessions and then adapted, stopped or next steps planned for. The ELSA left part way through the year, recruitment followed. Class TAs stepped in to support children. A similar programme will be used in the next year but due to staff changing, the new employee is not yet ELSA trained, but will focus on emotional literacy and social skills development.	£4400

Splitting year groups in maths to enable more focused teaching	To help children reach their full potential in Maths.	All children without a specific special need were age expected at the end of Y2 having been taught as a single year group. Year 3 and 4 benefited from this as well as they were taught in smaller groups as single year groups. Progress was improved.	The success of this has meant that the governors have made the decision to move to 4 classes, so that no class has more than 2 year groups in it. This will mean more targeted teaching and the ability to focus more on key children.	£12000
Staff Training - Maths and Reading	To ensure that all children have the best quality teaching using up to date methods and ideas to enable them to make rapid progress	There was a real focus on reading training, with CPD for all staff on guided reading, phonics and vocabulary development. Individual staff also attending training. This has had an impact on how reading is taught across the school and is beginning to impact on the children's attainment.	Training as a whole staff is the most effective but it is hard to focus on 2 key areas. Next year the focus will be more on Maths CPD for all staff. The impact on the reading will not fully be shown until July 2021 and beyond. It takes time to embed new strategies and teaching methods and for these to show their full impact.	£1300
Targeted support				
Action	Intended outcome	Impact	Lessons learned	Cost
Learning Support Assistant to support children with 1 to 1	To provide intervention and support for children with specific needs enabling them to make good progress. Time for support staff to plan correct learning.	Children making good progress from their starting points and being able to move on to the next stage of education or achieving ILP/EHCP targets	This will be continued for the specific children as it enables the school to work on their individual curriculum, meeting individual needs	£3000
Intervention from TA	Children involved make improved progress in reading enabling them to access their learning more effectively.	Key children made good progress on ILI or their own specific targets as set by Learning Support. They are able to access reading more effectively with the whole class.	This will continue. The actual programmes will depend on the children and their individual needs.	1840

Other approaches				
Action	Intended outcome	Impact	Lessons learned	Cost
Funding places on school trips, extra- curricular activities	To enhance the curriculum, ensure the children are able to participate and to give children the opportunity to experience new and challenging activities.	All disadvantage children participated in the residentials, trips, swimming and some join the science club. They really enjoy these and gained confidence and learning from these	This will be continue to allow access to all pupil for all trips in school	£1300
Funding other activities e.g. Courses at Kilve, music lessons, clubs etc.	To ensure the children are able to participate and to give children the opportunity to experience new and challenging activities. To facilitate more able children to have opportunities to attend extension activities and courses.	The biggest impact was children taking up music lessons – singing, guitar and drums. They really enjoyed this and gained confidence as well as learning a new skill	We will ensure that children have money towards learning an instrument but that parents must support this through encouraging practice, if able to paying a contributing etc.	£500