



Pupil premium strategy statement

1. Summary information					
School	Fornsett St. Peter CEVA Primary School				
Academic Year	2020/21	Total PP budget (March '20-'21)	£23,975	Date of most recent PP Review	n/a
Total number of pupils	105	Number of pupils eligible for PP	16	Date for next internal review of this strategy	Feb 2021
2. Attainment & progress of Y6 in 2019 SATs N.B – no Y6 SATs in 2020 due to Covid 19/school closure					
				<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard or above in reading, writing and maths				40	71%
% average progress in reading				1.58	0.32
% average progress in writing				4.55	0.27
% average progress in maths				-3.72	0.37
Average scaled score in reading				101.4	96.8
Average scaled score in maths				96.8	106.1
% reaching a higher level of attainment in reading, writing and maths				0%	13%
3. Barriers to future attainment (for pupils eligible for PP, including high ability)					
In-school barriers (issues to be addressed in school, such as poor oral language skills)					
A.	Several of our PP children have poor language skills or SEN and it can be challenging to secure good progress for them in usual times. Since the Covid-19 closure we have found that the gap has widened for many of our PP children as although work was sent home in the summer and regular invites made for them to attend wherever possible, many did not come back to school during the summer term for different reasons. This lost schooling has disadvantaged many of these children further in a variety of ways.				
B.	Some PP children have mental health and wellbeing issues, such as high levels of anxiety, which can prevent them from participating fully and learning well – this can also cause attendance issues. A few have increased anxiety which we feel is due to the Covi-19 pandemic.				
External barriers (issues which also require action outside school, such as low attendance rates)					

C.	The attendance of a few PP children was below the NA last academic year (almost all due to illness, including mental health issues such as high levels of anxiety/attachment) and this is not counting the Covid-19 closure.
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4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Higher rates of progress for PP children with poor language skills and/or SEN across the school.	PP children with weak language skills and/or SEN are clearly identified, set challenging targets, receive high quality teaching/learning support, scaffolded where needed. These children are regularly discussed and are tracked. Progress is measured through ongoing formative and periodic summative assessments, through outcomes such as work output e.g. books and conversations with children about their learning. This is monitored through progress meetings and other leadership monitoring activities. All PP children with weak language skills or SEN have a provision plan to ensure barriers to learning are clearly identified and next steps are catered for.
B.	Improved mental health, wellbeing and behaviour for those affected PP children.	The mental health and wellbeing issues of PP children will continue to be addressed through work with our school pastoral worker, parents & carers, staff and, where needed, outside agencies such as Point 1 & other CAMHS. A programme to support child mental health will be implemented in the autumn term and be re-visited to help all children settle back into school after a long time away.
C.	Increased attendance rates for pupils eligible for PP children.	The attendance gap between PP children will improve to match that of non-PP children in the school. (Parents and carers will continue to be strongly discouraged from taking any unauthorised leave during term-time).

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?					
A. Improved progress rates for PP children, including those with weak language/SEN/ SEMH issues.	<p>A continued SIDP focus on speaking, listening, reading and writing, which in YR & KS1 focuses on RWInc and in KS2 will include the embedding of the 'Power of Reading' project.</p> <p>Teacher CPD will explore a toolkit of latest evidence-based strategies for reducing cognitive load and improving the retention of learning and making connections/understanding key concepts.</p>	Previous Question Level Analysis and the school's own self-evaluation suggest that focussing on these areas will help our PP children (and all others too) to improve their knowledge/understanding/skills across the curriculum. It should enrich their written work and deepen their thinking, questioning and comprehension skills. We believe if they are as literate as they can possibly be, all learning will be open to and easier for them. Ofsted's curriculum research and the key messages coming from educationalists say that if steps are clearly mapped in all subjects and topics are broken down further into essential knowledge, children have a better chance of retaining learning.	Quality CPD and monitoring activities (leadership, governors and external) across the year in line with the SIDP plans for reading/writing and curriculum.	English lead & Senior teachers	Feb 2021					
Total budgeted cost					£600 for 3x supply					
ii.										
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?					
A. Improved progress rates for PP children with weak language and SEN.	Bespoke programmes of support identified for children including talkboost, maths support, maths games, guided reading challenge/support groups and 1:1 tuition including Read, Write Inc.	Some of the children need targeted support to make or maintain good progress. RWInc. is a proven resource for accelerating reading progress as is their 1:1 tuition programme. The maths and targeted guided reading groups proved successful for many last year, so are being repeated. The evidence-based Talkboost programme has been used	Identify children needing targeted support and establish a baseline. Organise timetables to ensure staff delivering provision have sufficient preparation and delivery time. Set targets for the end goal and number of sessions.	KS2 class teachers for maths, reading & writing.	Feb 2020					

		successfully in the past to support speaking and listening skills.	Resource the sessions with materials required. Monitor the progress. Work closely with families to ensure their understanding of the key issues and find ways we can work together to improve things for their child. Engage with any external professionals such as Speech & Language/EP services etc.		
Total budgeted cost				£21,875 for staffing for this work	

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?
B.Improved mental health, wellbeing and associated behaviours.	Identify personalised, targeted wellbeing/ behavioural interventions. Use school pastoral support worker to engage with parents before and during intervention. Continue to develop children's ability to use/think with a growth mindset, grow resilience and promote strategies for positive healthy behaviours and thought patterns. Ensure mental health CPD stays fresh in staff minds. Seek outside agency support for those needing a different approach.	The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for KS2 pupils. This is a strategy we have found to be very effective. It improves attendance, reduces anxiety and enables better relationships/behaviours to develop.	Ensure identification of target pupils is fair and transparent. Monitor behaviours and whether improvements in behaviour also translate into improved attendance, attainment and progress and improved relationships in and outside school. Work closely with families to ensure their understanding of the key issues and find ways we can work together to improve things for their child. Engage with any external professionals such as CAMHS or FSP	School Pastoral Support Worker and Executive Headteacher	Feb 2021 £1,500
C. Increased attendance rates for those few PP children with poorer attendance due to authorised and unauthorised absences.	Continue to follow up immediately on any absences. Follow all attendance procedures/policy. Hold individual meetings with families to re-explain	Attainment and progress rates can only be improved if children attend school. NfER briefing for school leaders identifies addressing attendance as a key step to securing improvements.	Ensure attendance policy and procedure is all clear, transparent and ensure it is well-communicated to all families. Ensure staff trained to alert office/ executive headteacher to PP absences that morning so swift	Executive Headteacher	Feb 2021

	detrimental effect of unauthorised absence.		contact can be made with parents/carers. Work with families to ensure positive, strong relationships around attendance. Liaise with attendance service to ensure support and advice is sought if needed.		
Total budgeted cost				£1,500 for pastoral	

6. Review of expenditure	
Previous Academic Year	2019-20
The school received £18,960 for the support of 14 PP children	
How was the money spent:	
<ul style="list-style-type: none"> Improving progress rates for PP children, including those with both SEN and PP through quality first provision including CPD for staff in Power of Reading and RWInc. Improving the school's curriculum provision and therefore improving learning, by breaking learning stages into progression skills steps Improving mental health, wellbeing and associated behaviours for these children Increasing attendance rates for those few PP children with poorer attendance due to authorised and unauthorised absences. 	
Impact/Lessons learned:	
<ul style="list-style-type: none"> The year ended early and suddenly and many of our plans and assessments to aid self-evaluation did not come to fruition. However, we have made an assessment and re-planned this academic year based on the children's needs and the progress we had made with this plan as well as the areas we know we need carry forward, which are just as relevant in 2020-21. It is not possible to publish the EYFS/KS1 and KS2 impact in detail here even without statutory assessment data for 2020, because of the very small numbers of children involved e.g. 1 child in a year group, as it is likely to lead to the identification of that child by the school community. Small cohorts mean that our data has to be treated with caution, as it varies widely year on year and may not be statistically significant. A case by case approach to progress seems more helpful and informative. It continues to prove challenging for the school to secure good progress for a few PP children who also have SEN and/or particular SEMH (social, emotional and mental health) issues in addition to their PP entitlement. Outcomes from the School's pastoral support worker/therapist continued to be most positive in 2019-20 and have made a real difference to the children and families involved, improving attendance, attitudes to learning and a reduction in stress, anxiety and associated behaviours. This service will be continued and further ways to engage reluctant children will be explored. There is no doubt that attendance rates for our PP children link strongly with their progress/attainment and this will continue to be a focus area for improvement. 	