

Astley C.E. Primary School.
Pupil premium strategy statement
2020-2021

'We will show everyone love and respect, living and learning with courage and joy.'

In line with our school vision, pupils who are eligible for the Pupil Premium Grant are valued as unique individuals and encouraged to develop to their full potential. The Pupil Premium Grant is spent on approaches shown to be effective in improving attainment and opportunities.

1. Summary information					
School	Astley C.E. Primary School				
Academic Year	2020.2021	Total PP budget	£25,175	Date of most recent PP Review	03.21
Total number of pupils	95	Pupils eligible for PP	9.5%	Date for next internal review of this strategy	07.21
		Pupils eligible for PP+	3%		
		Total Pupil Premium pupils	12.5%		

2. Current attainment – End of Key Stage Two		
Taken from teacher assessments using evidence of mock SATs in March 2020	<i>PP at Astley School (%)</i>	<i>Non PP at Astley School (%)</i>
% achieving expected standard or above in RWM	50%	75%
% achieving expected standard or above in reading	50%	100%
% achieving expected standard or above in writing	50%	83%
% achieving expected standard or above in maths	50%	92%

3. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers	
A.	Some children eligible for PP have social and emotional issues or mental health needs which can impact on their resilience for learning and their academic performance.
B.	Some children eligible for PP also have Special Education Needs. These children can make slower progress impacting on their ability to reach expected standards.
C.	Some children eligible for PP have reduced access to support for learning at home and had variable home learning experiences. Reduced opportunities to practise key skills.
D.	Some children eligible for PP have receptive and/or expressive language difficulties. This can lead to barriers in understanding and slower progress.
Additional barriers	
E.	Attendance rates for pupils eligible for PP are often lower than for non PP pupils. (Last year 2.34% lower). This reduces their access to teaching and leads to slower progress.

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4. Desired outcomes		Success criteria
A.	Children’s social and emotional needs are fully met.	<ul style="list-style-type: none"> ➤ Pupils take hold of our new school vision and values and adopt an increasingly courageous and resilient approach to learning. ➤ Pupils take hold of our new school vision and values and have a deeper understanding of relating in a loving and respectful manner. ➤ Pupils needs are correctly identified at an early stage of need and swiftly met. ➤ Pupils receive appropriate support in school and from partner agencies leading to improved well-being, confidence, concentration and approach to learning. ➤ The gap between PP and non PP progress and attainment is significantly reduced.
B.	Improve attainment and progress for pupils with SEND and PP.	<ul style="list-style-type: none"> ➤ Pupils receive targeted quality first teaching with skilful support within the class including pre teaching skills and aspirational oral feedback and marking. Their progress is carefully tracked and evaluated by the Head and SENDCo in consultation with class teachers to ensure accelerated is made wherever possible. ➤ All interventions are quality assured by the SENDCo and subject leads, with clear entry and exit strategies leading to highly effective short term interventions. ➤ The gap in attainment and progress between pupils with SEND & PP and other pupil groups is significantly reduced.
C.	Families are supported in providing an effective home learning environment.	<ul style="list-style-type: none"> ➤ Homework is discussed with children, and is carefully designed and monitored to ensure high levels of engagement through intrinsic motivation. ➤ School works proactively with parents to ensure adults clearly understand tasks. ➤ Informal communication between home and school is an ongoing positive conversation through the year leading to higher levels of engagement. ➤ The gap between PP and non PP progress and attainment is significantly reduced.
D.	Children’s language skills are developed to ensure all are articulate, confident with an increasingly wide vocabulary.	<ul style="list-style-type: none"> ➤ Talking about learning is built into every aspect of the school curriculum and school day. ➤ Teachers support the understanding of language with appropriate visual cues. ➤ Vocabulary is intentionally taught on a daily basis through Ninja Vocabulary and The Write Stuff approaches. ➤ Language Link is used to identify and support pupils with a language deficit in KS1 to ensure this barrier to learning is removed. ➤ Reading for pleasure and at an appropriate level extends children’s range of vocabulary experience further. ➤ The gap between PP and non PP progress and attainment is significantly reduced.
E.	Attendance for PP pupils meets whole school & national averages.	<ul style="list-style-type: none"> ➤ The school attendance policy effectively monitors attendance and provides termly updates to parents about their child’s attendance. ➤ Where necessary, school and parents meet to discuss ways to remove barriers to attendance and raise attendance leading to improved access to learning. ➤ The gap between PP and non PP attendance is significantly reduced.

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5. Review of expenditure				
Previous Academic Year		2019/2020		
i. Quality of teaching for all				
Action	Intended outcome	Impact:	Lessons learned	Cost
Provide training for teachers in effective subject leadership, lesson drop ins and book scrutiny	B) All teachers have a shared understanding of how to continually drive up the standards of teaching and learning.	Teachers benefitted from clear and effective training as observed during lesson drop ins and book scrutiny by Head and subject leads.	Need to allow further staff development time to discuss implementation following training as well as revisiting in future years to provide refresher training opportunities.	£500
Provide training for teaching assistants in supporting learning effectively in English (spelling) and Maths (reasoning).	B) Teaching assistants have the subject knowledge and learning expertise to promote effective independent	This training was cancelled due to lockdown and school closure.	This training will be rescheduled when this is possible.	£350
Focus on speaking and listening skills including widening and deepening vocabulary throughout curriculum.	D) Children's language skills are developed to ensure all are articulate, confident with an increasingly wide vocabulary.	Ninja vocabulary has been effectively introduced across the school with staff focus on widening vocabulary and deepening understanding clearly evident in learning walks.	Where possible learning for teaching assistants is most effective when alongside their teachers in class teams. We need to reflect on restructuring the staffing to enable this on a much more regular basis.	£500

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ii. Targeted support				
Action	Intended outcome	Impact:	Lessons learned	Cost
Teaching assistant time set aside three afternoons a week to lead on benchmarking children's reading.	B) <i>'Emerging readers'</i> progress is finely tracked both for fluency and comprehension ensuring expectations of progress and attainment in reading is high for all pupils.	All relevant pupils have been appropriately tracked with a clear and shared understanding of the right level of book for each child enabling progress to be accelerated and monitored.	Three afternoons is an approximation of the time needed over the term. At times more is required to set up. Other weeks less time is needed. New staff must receive training to implement this approach accurately and consistently.	May 2020 £3,429
'Rapid Reading' online reading scheme for KS2 pupils who are not yet independent readers is used effectively to target accelerated learning.	B) <i>'Emerging readers'</i> offered a book based and online course of reading which is both attractive and finely tuned to overcome dyslexia type barriers to reading leading to improved progress and attainment..	This has been most effective when led as an intervention group with pupils working with a skilled Teaching Assistant.	It has been least impactful for home learning as parents and pupils have not engaged as consistently as hoped. Staff need dedicated time to monitor home learning to improve motivation.	May 2020 £2,645.85 (TA time) £198 (Rapid Reading annual charge)
Success @Arithmetic and 1 st Class@Number used by teaching assistants to accelerate learning.	B) An effective maths intervention ensures place value and number is securely embedded leading to improved confidence and progress in maths in learners lacking confidence in maths.	Sandwell assessment being used effectively to consider who would benefit from these interventions. As maths attainment has improved this year across KS2, fewer pupils have ended to access this course as they can be effectively taught in class.	Time is needed to ensure staff leading the interventions have time to refresh themselves about the materials. It is most effective when a teacher is involved in considering the pupil group.	June 2020 £5,429.29
Online 1:1 maths tuition to build confidence and raise attainment	B) Pupils at risk of not achieving age related expectations receive targeted online support enabling them to reach ARE.	All children have shown improved, confidence, enjoyment and attainment.	The technology can be challenging. It requires technical support to ensure that laptop issues are sorted out on a weekly basis.	June 2020 £1,790 Third Space

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Keyworker for post LAC pupils who need individual support enabling them to access mainstream provision and/or learning.	A) & B) pupils at risk of not accessing learning due to emotional needs not being met have the required support to enable them to learn.	Relevant pupils have an improved ability to stay in class and be taught as part of the class group. Keyworker support has improved their mental well-being including managing anxiety.	This provision needs constant review and tweaking to meet a changing pattern of behaviour and need.	Termly in line with SEND code of practise £7,937.56 £3,619.53 (Partly SEND funded)
Mentors build confidence and self-esteem in identified pupils addressing specific barriers including anxiety and low mood.	A) & B) pupils at risk of not accessing learning due to emotional needs not being met have the required support to enable them to learn.	All pupils enjoyed their time with a mentor and felt listened to and seen.	We no longer have a volunteer mentor and need to review how we offer similar provision post lockdown.	January 2020 Volunteer at present

iii. Other approaches				
Action	Intended outcome	Impact:	Lessons learned	Cost
Times Tables Rock Stars and Mathsframe online strengthen key skills and support a homework offer	C) Pupils use online times tables and maths number fact resources leading to improved retention of key skills.	TTRS is a popular activity that runs well in school and was effective during remote learning too.	Both activities need refreshing with appropriate teacher direction and support to keep motivation and access high.	£150 £165
Language Link purchased annually.	D) Children's expressive and receptive ages appropriate.	Staffing absence and lockdown affected the timing of these assessments last year. It remains however a valuable tool to screen and intervene for language deficit.	This action needs to be timetabled and monitored as part of the Pupil Progress cycle in order to be fully effective.	£275

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6. Planned expenditure

Academic year	2020/2021
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i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Provide high quality and targeted training for teachers in line with the School Development Plan to ensure teaching is at least good and often outstanding.	B) All teachers have a shared understanding of how to continually drive up the standards of teaching and learning.	EEF research shows that the class teacher is best placed to raise attainment in <i>hardest to reach</i> pupils. Meeting pupils learning needs within class leads to improved pupil confidence and enjoyment.	Recognised experienced trainer. Time in staff meetings to reflect, discuss and embed learning. Lesson drop ins provide opportunities to assess implementation of agreed next steps.	Head	July 2021 (Training and cover supervision costs)
Provide training for teaching assistants in supporting learning effectively in English (spelling) and Maths (reasoning).	B) Teaching assistants have the subject knowledge and learning expertise to promote effective independent learning for PP pupils.	EEF research shows that teaching assistants are most effective when they are fully prepared for their role in the classroom and help pupils' develop independence and manage their own learning.	Recognised experienced trainers. Time in TA meetings to reflect, discuss and embed learning. Lesson drop ins provide opportunities to assess effectiveness and next steps in developing this further.	Head	July 2021 (Training and cover supervision costs)
Ensure a focus on pupil progress through a cycle of meeting with a focus on PP pupils.	B) SLT and teaching staff have a shared focus on overcoming barriers and improving PP attainment and progress.	EEF research shows that an effective and experienced teacher makes the biggest difference to pupil attainment.	Timetabled with preparation undertaken by SLT and teacher to ensure a focussed and effective discussion. Notes made and reviewed at the next meeting.	Head	July 2021 (Cover supervision costs)
Focus on implementing The Write Stuff into writing lessons across all age groups leading to a structured and supportive approach to writing.	D) Children's language and literacy skills are developed to ensure all are articulate and confident in their use of an increasingly wide vocabulary.	EEF research shows a broad vocabulary at a young age effectively determines future academic success.	Time for staff training. Led by an experienced and passionate Subject Lead. Resources bought to support implementation. Learning walks and professional development meetings discuss implementation regularly.	Writing subject lead	July 2021 (Write Stuff resources & training)
Total budgeted cost					£2,250

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ii. Targeted support					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Teaching assistant time set aside three afternoons a week to lead on benchmarking children's reading.	B) <i>'Emerging readers'</i> progress is finely tracked both for fluency and comprehension ensuring expectations of progress and attainment in reading is	Reading research shows that pupils must be reading a correctly levelled book (90 to 95% accuracy) to make optimum progress.	Reading ages entered onto school mark book allowing class teachers, reading subject lead and SEND co-ordinator to review progress and evaluate effectiveness of teaching. Progress pathway through book bands is clearly defined and agreed	Reading subject lead	June 2021 £3,549 (TA time)
'Rapid Reading' online reading scheme for KS2 pupils who are not yet independent readers is used effectively to target accelerated learning.	B) <i>'Emerging readers'</i> offered a book based and online course of reading which is both attractive and finely tuned to overcome dyslexia type barriers to reading leading to improved progress and attainment..	Research by NFER has shown 'Rapid Reading' to be successful in improving a child's reading age by significantly more than the normal rate of progress.	Teaching assistants training is refreshed via TA meetings and coaching. SENDCo monitors effectiveness of intervention groups. Reading ages entered into school mark book allowing class teachers, reading subject lead and SEND co-ordinator to review progress and evaluate effectiveness of teaching.	SENDCo	May 2021 £2,725 (TA time) £198 (Rapid Reading annual charge)
Success @Arithmetic and 1 st Class@Number used by teaching assistants to accelerate learning.	B) An effective maths intervention ensures place value and number is securely embedded leading to improved confidence and progress in maths in learners lacking confidence in maths.	1stClass@Number and Success@Arithmetic are part of Edgehill University's Every Child Counts programme, backed by the DfE. Research shows these are effective numeracy interventions in line with the new curriculum for Key Stage 1 and 2 pupils.	Pupils are assessed before and after the intervention using Sandwell to provide a Maths age. Maths ages are entered on school mark book allowing class teachers, maths subject lead and SEND co-ordinator to review progress and evaluate effectiveness of teaching.	Maths subject lead	June 2021 £5,579 (TA time)
Online 1:1 maths tuition to build confidence and raise attainment	B) Pupils at risk of not achieving age related expectations receive targeted online support enabling them to reach ARE.	Proven intervention programme (see website and evaluation data)	Teacher to supervise in order to reinforce learning during week. Whole school to benefit from Maths hub of online resources.	Maths subject lead	June 2021 £1,790 (Third Space) £1,125 (TA time)

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Keyworker for post LAC pupils who need individual support enabling them to access mainstream provision and/or learning.	A) & B) pupils at risk of not accessing learning due to emotional needs not being met have the required support to enable them to learn.	Clear advice from external agencies supports their profile of needs.	Regular meetings and reviews. External advice sought from relevant people. Staff training enables staff to meet needs appropriately.	SENDCo	Termly in line with SEND code of practise £8,000 (Partly SEND funded)
Referral made to counsellors for identified pupils addressing specific barriers including anxiety and low mood.	A) & B) pupils at risk of not accessing learning due to emotional needs not being met have the required support to enable them to learn.	Body of research shows that improved social and emotional health leads to greater cognitive availability for learning and improved pupils outcomes.	Regular meetings and reviews. Parents and pupils consulted and impact monitored.	Head	July 2021
Total budgeted cost					£26,692

iii. Other approaches

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented	Staff lead	When will you review implementation?
Times Tables Rock Stars, NumberBots, Mathsframe and Spelling Frame online strengthen key skills and support a homework offer that impacts progress and attainment.	C) Pupils use online maths and spelling resources leading to improved retention of key skills.	EEF research into improving maths at KS2 and 3 states that pupils need to develop fluent recall of facts in order to have a rich network of mathematical knowledge to draw upon.	Subject lead overview. Full staff engagement		£150 (TTRS) £165 (Mathsframe)
Language Link purchased annually.	D) Children's expressive and receptive ages appropriate.	EEF research suggests small group interventions have a +5 impact on progress.	SENDCo to lead and monitor.		£275 (LL)
Safeguarding, behaviour and social and emotional needs comprehensively tracked in an online system with input from all staff.	A) All well-being needs are understood and met enabling children to focus on learning in school.	Maslow's hierarchy of needs suggests that physiological and safety needs should be prioritised before children can have the capacity to focus on learning.	Headteacher is the DSL with an expanded team of two Deputies. This provides greater capacity and rounded understanding of needs.	Head	July 2021 £500 (CPOMS)
Total budgeted cost					£1,090

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7. Attendance Information		
	Astley FSM	Astley non FSM
2015/2016	94.5%	96.9%
2016/2017	92.5%	97%
2017/2018	94.68%	96.81%
2018/2019	93.89%	96.64%
2019/2020	94.46%	96.90%

8. Additional information
<p>As a small school care is taken to not include information in public reports which would enable individual children to be identified. More detailed analysis of impact of funding on individuals, groups and the school is available to the appropriate authorities, on request. Monitoring of our Pupil Premium strategy is delegated to the Curriculum Committee by the Governing Body. Regular updates are also included in the Headteacher's report to the Full Governing Body.</p>