

Pupil premium strategy / self-evaluation

1. Summary information (September 2020)					
School	Curry Mallet Church of England VC Primary				
Academic Year	2020-21	Total PP budget	£22,612	Date of most recent PP Review (internal)	Sept 20
Total number of pupils	78	Number of pupils eligible for PP	14	Date for next internal review of this strategy	April 2021

2. Attainment & Progress

At the end of the summer term 2020 statutory assessments were not taken due to COVID -19

50% of our Pupil premium children (2 children) on track to achieve a Good Level of Development in EYFS (teacher assessment)

Phonics screen was not taken

At KS1 no children in receipt of Pupil Premium grant in year 2.

At end of KS2 2020 **Teacher assessment**

100% achieving expected standard or above in reading at end KS2 2020;

100 % achieving expected standard or above in writing at end KS2 2020;

100% achieving expected standard or above in maths at end KS2 2020;

100% achieving expected standard or above in SPaG at end KS2 2020.

Progress of all current (2020-2021) PP children across all year groups

Spring/ Summer 2020 school closures because of COVID -19

Progress will be updated once all children back in school and assessments completed to give age standardised scores.

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

Academic barriers (*issues to be addressed in school, such as poor oral language skills*)

A.	A number of the children are subject to social emotional factors that could have an impact on their academic outcomes; exacerbated by Covid closures.
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B.	In addition to being eligible for pupil premium funding, many of the children have additional specific learning difficulties and special educational needs.
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Additional barriers *(including issues which also require action outside school, such as low attendance rates)*

C.	School closures have had a negative impact on children's well-being and readiness to learn.	
4. Intended outcomes (<i>specific outcomes and how they will be measured</i>)		Success criteria
A.	To improve the resilience and confidence of targeted children to ensure that they are able to take risks in their learning and make academic progress within a supported environment. The use of TA individual or small group work will have a direct impact on their achievement and well-being.	Observations show that children are happy and more independent in their learning and are achieving their academic potential.
B.	To support children with their emotional literacy (ELSA); helping them increase their confidence and communication skills to work with other children and accelerate their own learning.	Observations show that children are more confident to communicate and work with others. Pre and post screen shows progress.
C.	To ensure children working at age related expectations are given opportunities to maintain or accelerate progress to greater depth.	By the end of the academic year children will have maintained or made accelerated progress to Greater Depth. Data evidence.
D.	To support the well-being and emotional resilience of children on return to school following COVID closures.	Children happy, socially confident and ready to learn. Improved scores on PASS survey.
E.	All pupils will be inspired and supported by providing experiences to enrich and enhance their learning across the curriculum.	Children show an interest/ aptitude in a new skill. Children have taken part in a club/visit/residential.

5. Review of expenditure				
Previous Academic Year		2019-2020 (school closure in summer 2020 some PP allocation not spent as originally planned)		
i. Quality of teaching for all				
Action	Intended outcome	Estimated impact: Did you meet the success criteria?	Lessons learned (and whether you will continue with this approach)	Cost
Additional SEN support	To ensure all pupils reach their learning potential target, ARE or GD.	Majority of SENDco support was directed to pupil premium children. 14 children on SEN register 7 children PP & SEN ELSA support positive To be continued	An increase in the complexity of needs necessitates additional SENDco & ELSA support. A proportion of this cost will continue.	£4542

Resources for learning	Ensure love of reading and high engagement across the curriculum. Improve book selection for home reading, in class and in the library.	Good use of R4L books to support curriculum projects. English lead to action increased use of library and R4L revamp of stock. During current school closure (COVID-19) online book resources shared with families	This approach will be continued Learning walks and lesson observation show high engagement with quality texts. Children continue to have access to cross-curricular books.	£1500
Phonics Play	To improve early reading skills of all children	Phonics Play resources show positive engagement in school (see SIP report) During current school closure (COVID-19) online resources and games shared with families	This approach will be continued. Phonics play online resources have been invaluable during school closures to support remote education offer.	£130

Somerset Literacy Network membership	To improve the outcomes for children in writing Quality CPD	April 2020 Quality CPD for all teaching staff INSET Feb 2020 (CLP) Improvements in writing see Pupil Progress Meeting notes	To be continued	£250
PowerMaths	To ensure maths progression and delivery of a master approach	All using power maths resources and good use of manipulatives across all classes to support reasoning	To be continued See maths action plan	£1052

Targeted Support

Action	Intended outcome	Estimated Impact	Lessons learned (and whether you will continue with this approach)	Cost
Team Teach Training for key staff	To ensure the dignity and safety of all pupils and ensure the integrity of behaviour management.	De-escalation strategies used whenever appropriate. Minimal intervention as required	This approach will only continue if necessary for any child at risk.	
To provide ELSA support for all children	Improve SEMH and resilience.	ELSA has supported children on a 1-1 or in small groups to work on areas identified by the class teacher and endorsed by parents. Emotional resilience has boosted confidence and has improved behaviour and engagement. Behaviour both in the classroom and on playground has improved.	This approach will be continued. Those in need of ELSA support has increased during and as a result of school closures and national lockdown.	£4301

		ELSA also supported PP children during lockdown with home phone calls and outdoor visits		
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To purchase Clicker 7 to support children with medical needs	To support writing and use of technology to support learning	Purchased to support children with medical conditions who find writing very challenging.	One off expenditure	
Pupil conferencing and 1:1 support from Pupil Premium Champion.	To improve attendance	September 2019-March 2020 Whole school attendance had improved to 95.1% School closures and COVID have impacted on attendance so unable to analyse effectively	To be continued as a focus on attendance of PP	
iii. Other approaches				
Action	Intended outcome	Estimated impact: Did you meet the success criteria?	Lessons learned (and whether you will continue with this approach)	Cost
Forest School – external provision – Otterhead	To improve resilience and build self-esteem	Forest School has been successful in supporting school transition and SEMH. Success recorded in PEP	To be continued As agreed in multi-professional meetings and with funding approved by Virtual School.	

<p>Forest School – on-site sessions.</p>	<p>Tailored sessions to build resilience and promote SEMH. To develop the children’s learning in an outdoor environment and develop their team building skills.</p>	<p>Positive feedback from children and families</p>	<p>To be continued</p>	
<p>Reduced cost for residential trips, educational visits and school clubs.</p>	<p>Pupil premium children will be able to attend the residential that otherwise may not be able to. Clubs that are chargeable to others - pupil premium will also be able to attend- using the funding.</p>	<p>PP used to enable many to attend After School Clubs. Residential will be postponed school closure (COVID-19</p>	<p>To continue use of m PP used to enable many to attend After School Clubs. Residential was be postponed school closure (COVID-19</p>	
<p>Marking and feedback</p>	<p>Children are able to move their learning on through educative marking that they can reply to. Teachers to have a PP marking group as part of devoted improvement time. Purple polishing is clear in books, the gap is closing in English and maths.</p>	<p>Success made with use of Purple polishing pens. Evidence of progress and response to marking in books.</p>	<p>To be continued</p>	



6. Planned expenditure

Academic year

2020-2021

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

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?
Additional SENDco- time	To ensure all pupils make good progress	An increase in the complexity of children's needs means that the school has had to increase SENDCo support.	SENDco / Headteacher to monitor. ELSA to support children on a 1-1 or in small groups to work on areas identified by the SENDco & class teacher and endorsed by parents.	AT/ NS £4434	April 2021
Resources for learning	Ensure love of reading and high engagement across the curriculum. Improve book selection for home reading, in class and in the library.	Children benefit from access to cross-curricular books and those with low ability and high interest have access to appropriate reading books. Quality Guided reading texts available to improve reading comprehension progress.	Curriculum lead to monitor resources to support. Monitor impact of free reading and guided reading books. Monitor use of library.	EL/ TR £404.50	April 2021
Phonics Play	To improve early reading skills of all children To provide quality resource for teacher and TA to support Pupil Premium children with 1:1 intervention for early reading and phonics.	Phonics Play resource to support teaching and learning of high quality phonics has proved successful over the last year and so will be continued. To provide quality resource for Teacher and TA to support Pupil Premium children with 1:1 interventions for early reading and phonics.	English lead to monitor Phonics Audit planned in collaboration with teaching school.	EL/ NS £130	April 2021
Somerset Literacy Network membership	Provide opportunities for CPD Enrichment opportunities for children e.g. Poetry Slam	Writing at KS1 below national Writing GD at KS2 below national Enrichment opportunities will boost experiences of our children.	Data analysis Pupil progress meetings.	£250 EL	April 2021

Power -maths pupil books & Power maths subscription	To ensure maths progression and delivery of a mastery approach. To provide quality resources teaching and learning.	This approach is supported by a body of research which has found that good teachers are especially important for pupils from disadvantaged backgrounds. EEF research: Mastery learning approach +5mths	Maths lead to monitor Progress termly tracking grids	£705.67	April 2021
Subscribe to Times Tables Rock stars and MyMaths	To ensure maths progression and quality online resources to support learning in school and at home.	Both programs have been used successfully to support children's home learning as homework set and as part of out blended learning offer during lockdown with good engagement.	Maths lead to monitor engagement and impact particularly on mental maths and reduction in cognitive load.	£382.90	

Total budgeted cost £6,056.17

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?
Forest School – external provision – Otterhead	To improve resilience and build self-esteem	Forest School has been successful in supporting school transition and SEMH.	Monitored via PEP in collaboration with external agencies.	NS £5120	April 2021
Additional ELSA support to children as needed. ELSA supervision	Boost SEMH of children EEF Research: Social and emotional interventions +4 months	Children need to have the time with a trained ELSA to listen and support them with individual strategies to cope with anger management, social skills, building relationships with peers, building relationships with adults in their lives at school and at home .	SENDco to monitor Pre and Post questionnaires to provide evidence of impact	£1169.4 0 SENco EB SEND governor	April 2021 ELSA continues to provide emotional support to children. Numbers in need have increased during current school closure (COVID-19).

ELSA support and additional TA support for high needs child in receipt of Pupil Premium Grant	1:1 support necessary to provide SEMH support for a pupil to enable them and others in class to learn	Support required and detailed in PEP	SENDco to monitor PEP to evidence	£9444	April 2021
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Use of PASS survey	Survey and analysis of Pupil attitudes to school and self on full return to school following COVID closures	Children's emotional health and wellbeing will have been affected by lockdown. Detail analyse of attitudes and needs will inform strategies and interventions to best support all.	All children to take part in survey. Actions resulting form survey to be planned in PDM. Survey to be retaken in Spring 2021	£136 NS PP Gov	
Total budgeted cost					£,15,869.40
iii. Other approaches					
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?
MYConcern	To track any concerns to include attendance	Attendance of PP children (prior to school closures) was an area of concern and key priority.	Monitor and raise any children causing concern at Team Around the School	£350 NS	April 2021
Forest School – on-site sessions.	Tailored sessions to build resilience and promote SEMH. To develop the children's learning in an outdoor environment and develop their team building skills.	Research finds that children from the most disadvantaged households benefit from significantly more spending on extra-curricular activities than their peers. EEF Research: outdoor learning +4 months, outdoor adventure learning adds +5months	Learning walks Pupil conferencing	MT/ EL	April 2021
Reduced cost for residential trips, educational visits and school clubs.	Pupil premium children will be able to attend the residential that otherwise may not be able to. Clubs that are chargeable to others - pupil premium will also be able to attend- using the funding.	Research finds that children that children from the most disadvantaged households benefit from significantly more spending on extra-curricular activities than their peers. EEF Research: outdoor learning +4 months, outdoor adventure learning adds +5months	Governors Resources & Finance committee meetings	NS & LR	April 2021 PP used to enable many to attend After School Clubs.

Marking and feedback	Children are able to move their learning on through educative marking that they can reply to. Teachers to have a PP marking group as part of devoted improvement time. Purple polishing is clear in books, the gap is closing in English and maths.	This approach is supported by a body of research which has found that good teachers are especially important for pupils from disadvantaged backgrounds. EEF research: Collaborative learning +5mths Feedback +8 mths Mastery learning approach +5mths	Book monitoring and PDMs	NS & TR	January 2020 See PPM notes tbc
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Total budgeted cost £350

7. Additional detail

In addition to the above pupil premium children are prioritised in our pupil progress meeting conversations. A range of approaches are then planned to support their academic needs including focussed group work, and a range of intervention programmes. A very successful approach has been the social and emotional development of these learners through our ELSA, Forest School and use of Early Help support including PFSA.