

Pupil Premium Strategy Statement 2020/21 – Arreton St George’s CE Primary (dated 1 Sept 20)

School Vision

Arreton St George’s CE Primary is part of a Federation and works closely with the partner school, Oakfield CE Primary.

The school’s vision is to enable each and every pupil to achieve as well as they can academically, socially, emotionally and spiritually. Within a caring Christian ethos, staff work to support the development of the whole child, taking into account their individual needs and starting points. The school is committed and determined to support and challenge pupils who have an educational disadvantage to succeed particularly in the wake of covid-19 school closure.

Pupil Premium Funding

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The pupil premium is additional funding for schools to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers. The funding is based on whether a child is eligible for free school meals.

The Department of Education will allocate the following amounts for 2019/20:

- £1,320 per pupil who have been recorded as being entitled to free school meals at any time from reception to Year 6. (Ever 6 FSM)
- £1,900 per pupil for Looked after children (LAC) defined in Children Act 1989 as one who is in the care of, or provided with accommodation by, a local authority
- £2,300 per pupil for children who have ceased to be looked after by a local authority because of adoption, a special guardianship order, a child arrangements order or a residence order

Service Premium

There is also additional funding for supporting children and young people with parents in the regular armed forces. This is an allocation to offer mainly pastoral support during challenging times and to help mitigate the negative impact on service children of family mobility or parental deployment.

Pupils attract the premium if they meet the following criteria:

- one of their parents is serving in the regular armed forces
- they have been registered as a ‘service child’ in the school census at any point since 2011
- one of their parents died while serving in the armed forces and the pupil receives a pension under the Armed Forces Compensation Scheme (AFCS) or the War Pensions Scheme (WPS)

Schools will receive £300 for each eligible pupil.

Pupil Premium Strategic Principles

Our building blocks for tackling educational disadvantage:

Whole-school ethos of attainment for all

There is a culture of high expectations for all.

There is a belief that all disadvantaged pupils are capable of overcoming their personal barriers to succeed.

Disadvantaged pupils and their families are held in high regard.

Leaders, teachers and other adults understand their role within the school's strategy.

We will work hard to redress the impact of covid-19 and school closure on academic achievement.

Addressing behaviour and attendance

A strong emphasis is placed on developing positive behaviours for learning.

The school responds rapidly to ensure behaviour management strategies are effective for pupils that need support.

Attendance is monitored. Strategies, where applicable, are implemented to improve absence or lateness to maximise opportunities for learning in school.

Persistent absence is rigorously challenged and proactive strategies to positively engage families are pursued.

High quality teaching for all

The school places a strong emphasis on ensuring all disadvantaged pupils receive high quality teaching; responsive on- going formative assessment is essential to ensure disadvantaged pupils make strong progress.

Teachers are committed to successfully engage with the disadvantaged pupils who are less successful learners.

Professional development is focused on securing strong subject knowledge, questioning, feedback, 'talk for learning', metacognition and self-regulation.

Interventions are additional to the entitlement to high quality teaching; class teachers retain accountability for pupil achievement.

Meeting individual learning needs

There is a strong understanding of the barriers to learning and how these barriers present in school.

Personalised profiles are used to ensure barriers are overcome so that disadvantaged pupils can benefit from enrichment, emotional well-being support and interventions that enable them to succeed in their learning across a wide range of subjects.

Learning gaps and misconceptions are identified and addressed so that pupils can secure learning domains that will enable them to catch up to meet age related expectations or increasingly work at greater depth.

Transition processes for disadvantaged pupils are carefully planned and implemented.

We will provide the mental health and well-being support necessary, accentuated by the covid-19 school closure period.

Data-driven

The progress of disadvantaged pupils is discussed at all pupil progress meetings/key assessment points. Actions are identified, implemented and regularly reviewed.

Accelerated progress must lead to higher attainment within an academic year and key stages.

Clear, responsive leadership

A Federation Strategy Group, which includes leadership and governors from both schools, review the effectiveness of strategies at the end of each assessment phase.

Self-evaluation is rigorous and honest.

We monitor academic progress and pastoral support, particularly to support post covid-19 concerns.

The effectiveness of the strategy is reviewed termly and is based on internal analysis, research and best practice.

Leaders apply robust quality assurance processes and clear success criteria.

Deploying staff effectively	
Both teachers and support staff are deployed flexibly in response to the changing learning needs of disadvantaged pupils. Resources are targeted at pupils at risk of underachievement in terms of low and high attainment. Extra tuition provided in support of post covid-19 assessments.	
Federation Pupil Premium Strategy Group (This group meets termly to review effectiveness of building blocks outlined above)	
Team member	Role
Vikki Reader & Maria Herbert	Head Teachers for Oakfield and Arreton St George's CE Primary – mentoring, data, funding allocation
Sharon Marlon & Maria Herbert	SENCOs (Oakfield and Arreton) – monitoring of PP children, liaison with teaching staff
Helene Allen & Glenna Realey	Inclusion governors (Oakfield and Arreton) – review impact of funding
Marilyn Larkin	Education and Standards Committee Chair – coordination of monitoring and review of outcomes
Eric Hemmings & Jane Page	Chair of Governors and Safeguard Governor
Trudy Taylor	Federation Business Manager – budget allocation and scrutiny
Review Dates for academic year:	Sept 20 Initial review, March 21, Jul 21

Current Profile						
Year	2020/21	Number of Pupils eligible for PP	9	Breakdown of PP Pupils		
NoR	181	Total PP budget Current Cost	£18,480 tbc	FSM/Ever	Service	LAC
Date of Statement	September 2020	Review Date(s)	September 2020 March 2021 July 2021	4	0	5

Due to school closure Mar – Jul 20 and cancellation of national tests (SATs) there is no 2020 data.

	Attainment KS2 (2019) Disadvantaged Pupils (0 pupils)								
Percentage reaching expected standard	PP Outcomes	Non-PP Outcomes	Gap	National Disadvantaged	Gap	National Non-PP Outcomes	Gap	PP – National non PP gap	
R W M combined	N/A	79%	N/A	51%	N/A	71%	+8%	N/A	
Reading	N/A	86%	N/A	62%	N/A	78%	+8%	N/A	
Writing	N/A	86%	N/A	69%	N/A	83%	+5%	N/A	
Mathematics	N/A	93%	N/A	67%	N/A	84%	+9%	N/A	

	Progress KS1 to KS2 (2019) Disadvantaged Pupils (0 pupils)								
	PP	Non-PP	Gap	National Disadvantaged Progress	Gap	National Non-PP Progress	Gap	PP – National non PP gap	
Reading	N/A	-1.6	N/A	-0.6	N/A	+0.3	-1.9	N/A	
Writing	N/A	+0.9	N/A	-0.5	N/A	+0.3	+0.6	N/A	
Mathematics	N/A	-0.6	N/A	-0.7	N/A	+0.3	-0.9	N/A	

	Attainment KS1 (2019) Disadvantaged Pupils (3 pupils)								
Percentage reaching expected standard	PP Outcomes	Non-PP Outcomes	Gap	National Disadvantaged	Gap	National Non-PP Outcomes	Gap	PP – National non PP gap	
Reading	67%	65%	+2	62%	+5	78%	-13	-11	
Writing	33%	48%	-15	55%	-18	73%	-25	-40	
Mathematics	33%	70%	-37	62%	-29	79%	-9	-46	

The impact of the funding allocations and improvements outlined in the PP strategy 2020/21

2019/20 Spending review:

Summary allocation of funding	Expenditure	
Teaching and Learning <ul style="list-style-type: none"> • 	£19K	SENCo support - £4,500 (spent) TA support - £33,000 (exceeded)
Emotional, social and behavioural support <ul style="list-style-type: none"> • 	£1K	Exceeded Wellbeing support (school staff)
Enrichment <ul style="list-style-type: none"> • 	£1K	£540
Total Expenditure	£21K	£38,040

As there are relatively few pupils eligible for PP funding, effectiveness of strategies is measured by individual performance rather than group data. The above tables therefore have little relevance. There were no KS2 disadvantaged in 2018/19 and 2 pupils in 2019/20. Key Stage 1 outcomes for all pupils dipped, particularly for disadvantaged pupils (only 1 of 3 meeting ARE). Consistency in teaching across KS1 is required to improve progress and attainment of all pupils – staff recruitment, staff changes and class reorganisation was undertaken. The impact of these measures was undermined by school closure Mar – Jul 20. The KS1 staff adjustments/changes will be monitored to ensure greater consistency in teaching and learning during 2020/21. The proportion of pupils securing ARE+ in all subjects needs to further increase. Indications are KS1 outcomes are improving with 2020 predictions at national average and a similar positive performance expected in 2021. Earlier identification of SEND has resulted in emotional needs being met more rapidly and speech and language support in Early Years.

The positive behaviours for learning and associated support plans have led to a more systematic approach to engaging pupils with SEMH in their learning. All targeted pupils have made progress and indicate that writing and maths progress is in line with non-disadvantaged. School closure has complicated the picture and previous progress towards closing the gaps undermined. A full assessment of all pupils will take place in Sept 20. We need to continue reading initiatives to improve phonics and accelerate overall learning, particularly once the school has fully reopened. All disadvantaged pupils learning enables them to access programmes of study in mainstream classes based on our broad curriculum and the Purple Mash application used during school closure provided a degree of learning consistency and age appropriate standards.

The strong emphasis on communication and language in EYFS has led to good progress from average baseline. The children with SEN achieved as expected. The provision of an extra adult in EY (2020) has significantly supported all pupils and provided additional adult support to vulnerable pupils across KS1.

Targeted pupils in EYFS and KS1 have benefitted from reading and phonic workshop sessions but this needs to continue to raise progress and outcomes, particularly as school closure disrupted this programme. The use of pupil premium passports has increased staff knowledge and awareness of individual need and allowed greater use of tailored support. We also need to focus on increasing the proportion of disadvantaged pupils working at greater depth by the end of KS1.

We have worked hard to ensure regular attendance by pupil premium children (96.4% against a school end of Mar 20 average of 96.7%).

Key Challenges for disadvantaged pupils

External barriers that may affect some disadvantaged pupils

- impact of domestic violence/substance misuse/mental health factors (exacerbated by impact of covid-19);
- financial difficulties/poverty;
- family upset such as bereavement/significant illness/divorce or separation;
- Attendance issues linked to mental health.

To reduce these barriers the school uses Pupil Premium funding to support emotional well-being, enrichment and strategies to reduce lateness, absences and exclusions.

Barriers for learning that make some disadvantaged less successful in their learning

- poor social and emotional development (exacerbated by impact of covid-19);
- lower cognitive ability;

- demotivation as a result of lack of educational success, particularly when self-measuring against peers (leading to low self-esteem);
- gaps in prior learning.

To reduce these barriers the school uses Pupil Premium funding to engage pupils in learning and ensure they have equity in terms of access to the curriculum and high quality teaching. One pupil with significant needs has 1:1 support but no additional financial support/EHCP.

Summary allocation of funding	Rationale	Expenditure	School Contribution
Teaching and Learning <ul style="list-style-type: none"> • The HT works as SENCo, SEN/Disadvantaged team, LAC and monitors PP spending weekly. • TA support for disadvantaged in classes • Speech and Language (SALT) support • ELSA support • EWO (attendance) support • Hants EP contract 	<p>Allocated hours</p> <p>Allocated LSA (inc part time support)</p>	<p>£4600</p> <p>£10,500</p> <p>£1200</p> <p>£1200</p> <p>£3090</p> <p>TBC</p>	
Emotional, social and behavioural support <ul style="list-style-type: none"> • After school club provision – support disadvantaged in after school clubs. 	Cover cost of club attendance	£200	
Enrichment <ul style="list-style-type: none"> • Subsidised visits and trips. 		£300	
Total Expenditure		£18,000K	

Area of Focus	Expected Impact
<p>Leadership and management</p> <p>a) Federation PP strategy group comprises HTs and Inclusion Governors. Meetings review roles and accountabilities, set actions after each summative assessment analysis (Sept, Mar and Jul). Review ethos, attendance, behaviour, progress data for disadvantaged pupils based on prior attainment groups and the quality of teaching in each cohort (Jul 21). Set actions for SLT, inclusion leaders and subject leaders to monitor and offer professional development. HT as SENCo is effective and will be increasingly supported by SLT in 20/21.</p> <p>b) Communicate PP strategy to all staff to ensure they are clear of accountabilities and actions incorporated into SIP. Review PP profiles, set accelerated progress targets for 20/21 and identify subjects where disadvantaged pupils could excel. Prioritise pupils at greatest risk of underachieving, particularly as a consequence of school closure. Link to high impact teaching plan and the recovery curriculum, based on Sept assessments. Evaluate impact of recovery programme.</p> <p>c) All pupil progress meetings to review SEN support, teacher differentiation, pupil support plans and IEPs/personalised learning plans. Prioritise pupils at greatest risk of underachieving and in need of additional post covid-19 support.</p>	<p>Effective use of PP funding. Higher expectations. Strategic leaders driving strategies through teaching teams to ensure disadvantaged pupils accelerate progress. The progress of targeted pupils are monitored closely by SLT. Successful transition to secondary for all vulnerable pupils.</p>
<p>Teaching , learning and assessment</p> <p>a) Early assessment in Sept to identify school closure learning gaps and inform catch-up interventions/class teaching. Teachers to evaluate their impact of teaching inputs and feedback to disadvantaged pupils. Link to performance management, teaching plans, recovery curriculum and formative assessments. Evidence of progress in books, response to oral and written feedback and strengthening of domains which result in a greater proportion being close to, on track to or exceeding ARE. Teaching improvements across classes have helped vulnerable groups progress – improved learning journeys, feedback and learning expectations evident. High impact plans developing.</p>	<p>Progress evident within in year assessment phases – gaps to close.</p> <p>Communication and language strategies enable pupils to engage in learning that will secure ARE+.</p>

<p>b) Support pupils to plan, monitor and evaluate their learning, providing additional post covid-19 support as necessary. Link to the school values and positive behaviours for learning. Ensure high percentage of time in classroom.</p> <p>c) Within writing learning journeys develop pupils' language capability; talk for learning and closing the vocabulary deficit – expect this to have greater urgency post covid-19 school reopening. Vulnerable group pupils access same reading texts (differentiated).</p> <p>d) EYFS and KS1; use a balanced approach to develop reading including phonological awareness and the forensic systematic teaching of phonics. KS2 teach reading comprehension strategies through modelling and supported class-based interventions. Greater emphasis on more able in EY.</p> <p>e) Develop conceptual understanding of mathematics through the CPA approach and guided reasoning sessions which enable pupils to understand and use mathematical vocabulary and have strategies to solve problems.</p>	<p>More pupils to achieve ELG and KS1 reading EXS.</p> <p>More pupils achieve EXS and GDS.</p>
<p>Personal development, behaviour and development</p> <p>a) For disadvantaged pupils who also have SEN identify, implement and evaluate impact of class-based interventions led primarily by the teacher.</p> <p>b) Evaluate the effectiveness and responsiveness of strategies to improve attendance and reduce persistent absences that are adversely affecting learning. Attendance slightly down but remains just above 96% minimum target.</p> <p>c) Engage with parents to improve both pupil and parent literacy skills and emotional well-being. Developing Mental Health and Well-Being strategies post covid-19. Staff supported following school closure and covid-19 pressures.</p> <p>d) Support pupils, including disadvantaged, with their social, emotional and mental health needs (SEMH) through specific interventions. Initial post covid-19 focus in Sept.</p> <p>e) Extend support to improve reading for pupils at home. Revised home reading and library book provision.</p>	<p>Equity enables pupils to make greater progress towards ARE.</p> <p>Reduction in absences.</p> <p>Home learning increases.</p> <p>Higher engagement in learning.</p> <p>Motivated confident readers.</p>

Pupil Premium Strategy

The school must publish a strategy for the school's use of the pupil premium. For the current academic year it must include:

- The school's pupil premium grant allocation amount
- a summary of the main barriers to educational achievement faced by eligible pupils at the school
- how the pupil premium funding will be spent to overcome those barriers and the reasons for that approach
- how the effectiveness of the pupil premium can be measured
- the date of the next review of the school's pupil premium strategy

For the previous academic year, it must include:

- how you spent the pupil premium allocation
- the effect of the expenditure on eligible and other pupils

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