

## Pupil premium strategy statement

1. Summary information					
School	Pyrford C of E Primary School				
Academic Year	2020-2021	Estimated Total PP budget Estimated Early Years Budget	£60000	Date of most recent external PP Review	March 2015
Total number of pupils	515	Number of pupils eligible for PP	53	Date for next internal review of this strategy	Jan 2021

2. Current attainment		
Data not available due to Covid 19 lockdown. We are in the process of internally assessing children's attainment.	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
% achieving the expected standard in reading Y2 (4 pupils including 1 pre-EHCP)		
% achieving the expected standard in writing Y2 (4 pupils including 1 pre-EHCP)		
% achieving the expected standard in maths Y2 (4 pupils including 1 pre-EHCP)		
% achieving the expected standard in reading Y6 (2 pupils)		
% achieving the expected standard in writing Y6 (2 pupils)		
% achieving the expected standard in maths Y6 (2 pupils)		
% achieving GLD YR (3 pupils)		
% achieving phonics Y1 (4 pupils including 2 high need EHCPs)		

1. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
A.	KS2 PP pupils with literacy difficulties (e.g. dyslexia) do not have access to an intervention which can be used in classroom learning (intervention strategies have to be altered due to Covid 19 pandemic)
B.	Pupils with layered vulnerabilities e.g. SEN and PP/PP+, PP/PP+ and SEN and EAL, PP/PP+ and EAL. Clear identification of needs.
C.	Emotional or behavioural needs impacting on learning in school.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	

D.	Challenges in accessing support from external agencies such as CAMHS, SALT etc.	
E.	Challenges arising due to Covid 19 pandemic -rising emotional needs and difficulty for some PP children to access remote learning	
<b>2. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	PP pupils will make at least expected progress and some will make accelerated progress to diminish the difference between PP and all other children.	PP children making expected progress.
B.	Clear systems in place to identify primary needs of children with multiple vulnerabilities and correct support is put into place.	Where appropriate, PP children participate in intervention programmes run within school. Support is effectively utilised to support the learning of PP children.
C.	PP children are able to access emotional wellbeing support from dedicated pastoral TA.	100% of children who work with TA supporting emotional and behavioural needs demonstrate progress through use of individual targets. Teachers of identified children to report that access to learning in the classroom has improved following intervention.
D.	PP children are able to access support, where available, from outside agencies.	Inclusion team are able to refer/signpost families to appropriate support. Families are aware of who to contact in school to get support – Inclusion Team profile is raised.
E.	All PP are able to have loan of ICT equipment for home learning if necessary.	Inclusion team will be aware of families who require ICT loans and will make contact with them in the event of home learning. Families are aware of who to contact.

Planned expenditure					
Academic year		2020/2021			
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?
All staff have a clear understanding of the needs of the children in their class, particularly those with layered vulnerabilities including PP+, and consistently deliver quality first teaching to support these needs in the classroom.	<p>Class teachers to meet with SLT (includes Inclusion Leader) on a termly basis to discuss strategies for supporting identified children.</p> <p>Teaching assistants available to deliver support under the direction of the phase leader.</p> <p>Planning demonstrates work is pitched correctly to meet the needs of all learners.</p>	<p>All children should receive quality first teaching from a teacher in the classroom alongside targeted interventions to accelerate progress.</p> <p>Teaching assistants should work alongside class teachers to deliver targeted support in order to accelerate progress.</p>	<p>Monitoring of planning, teaching and books.</p> <p>Inclusion leader/SENCO available to discuss strategies for specific children.</p> <p>Staff meeting time utilised to keep all staff informed about best practice.</p> <p>Pupil progress is monitored and PP children discussed.</p>	SLT	Termly
PP will make at least expected progress and some will make accelerated progress to diminish the difference between PP and all other children.	<p>Class teachers aware of PP children.</p> <p>Planning demonstrates work is pitched correctly to meet the needs of all learners.</p> <p>Class teachers will ensure PP children have access to high quality intervention and opportunities to enrich learning.</p>	<p>Profile of PP children is raised within school.</p> <p>Teachers are aware of PP children and ensure that they make expected or better progress.</p>	<p>PP register kept up to date and shared with relevant staff.</p> <p>Pupil progress is monitored and PP children discussed as a priority during pupil progress meetings.</p> <p>Monitoring of planning, teaching and books.</p>	All staff	Termly

Total budgeted cost

£4000

ii. Targeted support

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?
<p>Interventions chosen in school are evidence based and are targeted to the needs of individual children.</p> <p>Children who access intervention programmes show progress in core subject areas.</p> <p>Children accessing intervention programmes meet individual targets set for them.</p>	<p>Trained TA to run: Write Away Together Success @Maths SALT programmes led by SALT therapist First Class @ Number Project X Code TRUGS Toe by Toe</p> <p>Teacher to deliver intervention 4x ams per week.</p> <p>Create personalised learning opportunities by providing support from a teaching assistant in a small intervention group or on a 1:1 basis.</p> <p>Provide resources for teaching.</p>	<p>Research based interventions provide high quality measurable support.</p> <p>Timely intervention ensures support is in place to diminish the difference.</p>	<p>Inclusion Lead/SLT to monitor impact of interventions and to ensure interventions are appropriate and meet the needs of learners.</p>	<p>Inclusion Lead</p>	<p>Termly</p>
<p>Children with literacy difficulties have access to Nesy intervention providing class based structured support.</p> <p>Children accessing Nesy intervention show progress in English scores.</p>	<p>Nesy intervention program plus notebooks purchased.</p> <p>Teaching staff receive training on literacy difficulties.</p> <p>Appropriate children identified and are assigned to Nesy intervention.</p>	<p>Research based interventions provide high quality measurable support.</p> <p>Timely intervention ensures support is in place to diminish the difference.</p>	<p>Inclusion Lead/SLT to monitor impact of interventions and to ensure interventions are appropriate and meet the needs of learners.</p>	<p>Inclusion Lead</p>	<p>Termly</p>

Children accessing Nessy intervention show progress against individual targets set for them.	Nessy intervention to be carried out at least 3x week in the classroom.				
Clear systems in place to identify primary needs of children with multiple vulnerabilities and correct support is put into place.	<p>Provide support from a teaching assistant in a small intervention group or on a 1:1 basis. Provide resources for teaching.</p> <p>Class teachers to meet with Inclusion leader/SENCO on a termly basis to discuss strategies for supporting identified children.</p> <p>Pupils with multiple vulnerabilities are a focus of pupil progress meetings and needs are carefully identified.</p> <p>CPD opportunities provide clarity on different vulnerabilities for all staff.</p>	<p>Children with multiple vulnerabilities do not always make the same progress as and so need to be a focus. Identifying primary needs can be challenging with multiple vulnerabilities.</p> <p>Timely intervention ensures support is in place to diminish the difference.</p>	<p>Inclusion Lead/SLT to monitor impact of interventions and to ensure interventions are appropriate and meet the needs of learners.</p> <p>Pupil progress is monitored and PP children discussed.</p>	SLT/MLT All staff	Termly
<b>Total budgeted cost</b>					£20000
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
PP children are able to access emotional wellbeing support from TA based in 'bubble'	<p>Designated pastoral TA to work with PP children with emotional needs.</p> <p>Allocated time for TA to deliver personalised</p>	Emotional and behavioural needs are having a detrimental impact on the learning and wellbeing of some PP children.	<p>Log of support maintained by designated TA.</p> <p>Feedback from pupils and staff indicate a positive impact on behaviour and learning.</p>	SENCO/Inclusion Lead	Termly

	<p>intervention focusing on emotional needs.</p> <p>Training for TA in supporting children with a range of vulnerabilities.</p>				
All children access ICT resources where necessary for home learning.	School to provide ICT equipment and data to children who require in the event of home learning.	Children who did not access home learning during Covid 19 lockdown have been identified as needing additional support in order to maintain access to teaching in the event of a lockdown/isolation period.	Monitoring of access to home learning in the event of lockdown/isolation period.	SLT	Termly
<b>Total budgeted cost</b>					£36000

3. Review of expenditure				
Previous Academic Year		2019/2020		
i. Quality of teaching for all				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
See above	All staff have a clear understanding of the needs of the children in their class, particularly those with layered vulnerabilities, and consistently deliver quality first teaching to support these needs in the classroom.	Some progress made towards success criteria but difficult to fully review due to Covid 19 pandemic.	This approach will be continued this year, as outcomes are still relevant.	500
See above	Pp will make at least expected progress and some will make accelerated progress to diminish the difference between PP and all other children.	Difficult to fully review due to Covid 19 pandemic.	Carry over target into 2020/2021	800
ii. Targeted support				

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
See above	Children who access intervention programmes show progress in core subject areas and meet individual targets set for them	Difficult to fully review due to Covid 19 pandemic.	Carry over target into 2020/2021	23000
See above	Clear systems in place to identify primary needs of children with multiple layers of vulnerabilities and correct support is put into place	Some progress made towards success criteria but difficult to fully review due to Covid 19 pandemic.	This approach will be continued this year, as outcomes are still relevant.	10000

### iii. Other approaches

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
See above	For children to feel confident in dealing with challenging feelings and situations they may face	Some progress made towards success criteria but difficult to fully review due to Covid 19 pandemic.	This approach will be continued this year, as outcomes are still relevant.	10000

See above	School to provide funding to PP families for club attendance and school trips/residentials	5 families were supported this year enabling all PP children to access day trips before school closed due to lockdown.	Funding support will focus on ensuring all PP children have access to ICT for remote learning if necessary in 2020/2021.	600
N.B. Costs have been rounded to ensure salaries of individuals cannot be determined.				