



Pupil premium strategy statement:

| 1. Summary information | | | | | |
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| School | Spaxton CofE Primary School | | | | |
| Academic Year | 20-21 | Total PP budget | £13 105 | Date of most recent PP Review | Oct 20 |
| Total number of pupils | 75 | Number of pupils eligible for PP | 9 | Date for next internal review of this strategy | Mar 21 |

| 2. Current attainment | | |
|--|--------------------------------------|----------------------------|
| Post-Lockdown Attainment for: 2020-2021 (75 pupils) | Pupils eligible for PP (your school) | Pupils not eligible for PP |
| % achieving expected standard or above in reading, writing and maths | 0% | 39.4% |
| % achieving expected standard or above in reading | 0% | 47% |
| % achieving expected standard or above in writing | 0% | 43.9% |
| % achieving expected standard or above in maths | 0% | 47% |

| 3. Barriers to future attainment (for pupils eligible for PP, including high ability) | |
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| In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>) | |
| A. | Lack independence |
| B. | Academically below in Reading, Writing and Maths |
| C. | Anxiety in class |
| External barriers (<i>issues which also require action outside school, such as low attendance rates</i>) | |
| D. | Large family meaning lack of resources |
| E. | A need for improved communication for some families |

| 4. Desired outcomes | | |
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| | <i>Desired outcomes and how they will be measured</i> | <i>Success criteria</i> |
| A. | With scaffolding and support, children will become more independent. | TA to develop independent skills Children will feel less anxious working alone Children will be quicker to task Children will make accelerated progress |
| B. | Children will achieve accelerated progress and be more in line with their peers academically. | Children will make accelerated progress More PP children will achieve ARE PP children will be confident |
| C. | Children are less anxious in class. | Staff will support children to gain skills and strategies to deal with anxiety Children to be supported with ELSA Children will feel confident to ask for help from the TA |
| D. | A lack of resources will not hinder a child's opportunities. | All PP children attend enrichment activities. All PP children's cost to be covered, where applicable Funds to be allocated where requested for residentials, day trips, uniform and other resources |
| E. | Families feel supported and communicated with at all times. | TA to check in with parents in the morning when needed Online communication available Communication book for children when necessary |

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? |
|--|--|---|---|------------|--------------------------------------|
| With scaffolding and support, children will become more independent. | <p>Develop character curriculum across the school.</p> <p>High expectations from all staff on children developing independence and resilience.</p> <p>Resources given to children such as thrass cards, phonic cards, word charts, 100 sq, xtables charts etc and children will be taught how to use them</p> <p>Blooms activities will be used and children trained to address them in small chunks independently.</p> <p>Loops of learning will be introduced to give the children more ownership of the learning leading to independence.</p> | <p>Children taught strategies to develop independence.</p> <p>Children who are taught to use the help resources learn to move on quicker and do not lose momentum or interest.</p> <p>The children enjoy knowing what they are learning next to give purpose to the task.</p> | <p>Pupil interviews held in maths, English and RE during monitoring cycle (3 times a year).</p> <p>Drop ins to lessons will show children's independence when engaging with teaching and learning.</p> <p>Children will be interviewed by Governors about how they feel around the resources offered, their interest in their learning and how they feel about independent tasks.</p> <p>Children will be asked to feedback what their needs are for better learning.</p> | R Rood | March 2021 |

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| <p>Children will catch up and be more in line with their peers academically.</p> | <p>Half -termly pupil progress meetings will inform how the children are achieving.</p> <p>Decisions made around how to use Catch-Up Premium and in-house intervention.</p> <p>Intervention offers will include, academic support, SEND assessments, ELSA and family support.</p> | <p>Children who are not on track to meet their end of year target will gain support from intervention.</p> <p>Children who receive swift intervention over a prolonged period are more likely to catch up.</p> | <p>Dates are set for the year.</p> <p>TAs offer in class support, pre-teaching, immediate intervention after. Additional TAs to be employed to support.</p> | <p>R Rood</p> | <p>March 2021</p> |
| <p>Children are less anxious in class.</p> | <p>Character curriculum developed.</p> <p>Children to be more involved in planning their learning as well as assessing it thus improving their confidence and engagement in school work and life.</p> <p>Children to be more engaged and proactive in school decisions and policy.</p> <p>Class ethos is agreed on with class rules so children know exactly what is expected of them and they feel safe.</p> <p>ELSA/Pastoral support worker to work with individual children.</p> | <p>When children feel valued and have a good relationship with their teachers and peers they enjoy school and feel emotionally safe.</p> <p>The new curriculum will build confidence in the children to speak up and be heard which will be part of valuing them.</p> <p>A behaviour policy based on reward and respect will encourage children to come to school.</p> | <p>Lesson drop ins show ELSA training for pastoral support worker.</p> <p>Governors will interview children each term to check that:</p> <ul style="list-style-type: none"> - Children will be more involved in decision making. - Children will talk enthusiastically about learning - Children will explain how bullying is addressed immediately and they feel safe and cared for. | <p>R Rood</p> | <p>March 2021</p> |

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| <p>A lack of resources will not hinder a child's opportunities.</p> | <p>Extra-curricular learning opportunities subsidised to allow all children to take part.</p> <p>Resources given to children where needed such as laptops.</p> <p>Paper, pens, books etc will be given to families who do not have them.</p> | <p>Children who experience more enriching activities leads to better outcomes in terms of quality produced.</p> | <p>Class teachers/HOS to discuss on a 1:1 basis with parents about the support that can be offered.</p> | <p>R Rood L Cudbill</p> | <p>March 2021</p> |
| <p>Families feel supported and communicated with at all times.</p> | <p>Use of ClassDojo to communicate with parents regularly.</p> <p>Introduction of Arbor App to engage with parents.</p> <p>Update school website to keep whole school community updated.</p> <p>During Lockdown TAs support families with phone calls at least once per week.</p> <p>During Lockdown Teachers produce all learning needed for children with either live or recorded teaching along with worksheets or instructions for children.</p> | <p>Parents who are informed of key activities and developments in school will ensure children are ready for all learning activities.</p> <p>Parents who have a good relationship with teachers are more likely to send them a quick message about the small stuff and not let it grow into something big and unmanageable.</p> | <p>Regular parent surveys.</p> <p>100% of families signed up to ClassDojo.</p> <p>Governor monitoring of website.</p> | <p>R Rood</p> | <p>March 2021</p> |

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? |
|---|---|---|--|------------|--------------------------------------|
| With scaffolding and support, children will become more independent. | Children provided with resources to develop independence in class. | When children develop independence, they are able to find their own solutions to challenges and therefore engage better with learning. | Class drop ins will allow monitoring of pupil engagement and their level of independence. | R Rood | March 2021 |
| Children will catch up and be more in line with their peers academically. | <p>Pupil progress meetings will focus on these children and the support that can be provided – 2 new TAs employed to provide additional support and interventions.</p> <p>Some children engage in specific interventions to help accelerate progress.</p> | Additional adult support will allow interventions to be able to take place and help close gaps to make accelerated progress. | <p>Drop ins to interventions taking place.</p> <p>Ensure staff have appropriate training to ensure confidence when providing interventions.</p> | R Rood | March 2021 |
| Children are less anxious in class. | Some PP children will attend nurture time to talk about their feelings. – a Pastoral Care Worker employed 3 afternoons per week. | Children open up and learn strategies to cope with anxiety. They find solutions to problems and can become more engaged with school work. | <p>Pupil progress meetings will identify children who need this support.</p> <p>TAs/Teachers will liaise with SENDCo and pastoral support worker to provide support.</p> | R Rood | March 2021 |

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| A lack of resources will not hinder a child's opportunities. | Trip subsidies Curriculum materials Forest School Homework support Uniform support Food parcels in lockdown | Children engage with a range of different activities along with their peers to ensure they are not missing out. PP children will always be offered the enrichment opportunities on offer first. | Pupil interviews to find out about their enjoyment of the activities. | R Rood | March 2021 |
| Families feel supported and communicated with at all times. | TAs to liaise directly with particular families to find out how the school can support them. | Families feel part of the school community and supported. They have a positive attitude of school which is passed onto children. As parents feel supported they feel able to work more closely with the school, therefore improving the child's life chances. | Children engage with all learning, including homework. Parents openly ask for support when needed. | R Rood | March 2021 |

| 6. Review of expenditure | | | | |
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| Previous Academic Year | | | | |
| i. Quality of teaching for all | | | | |
| Desired outcome | Chosen action/approach | Estimated impact: | Lessons learned | Cost |
| | | | | |
| ii. Targeted support | | | | |

| Desired outcome | Chosen action/approach | 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 |
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7. Additional detail

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