

Pauntley C of E Primary School Pupil Premium Strategy Statement

1. Summary information					
Academic Year	2020-21	Total PP budget	£13,729	Date of most recent PP Review	August 2020
Total number of pupils	45	Number of pupils eligible for PP	20 (%)	Date for next PP Strategy Review	July 2021

2. Current attainment (2020 Data not available due to COVID-19)		
	<i>Pupils eligible for PP %</i>	<i>School Average %</i>
% of Year 2 children achieving age related expectations in reading in 2019	66.6% 4 children	100% 6 children in group
% of Year 2 children achieving age related expectations in writing in 2019	66.6% 4 children	100% 6 children in group
% of Year 2 children achieving age related expectations in maths in 2019	66.6% 4 children	100% 6 children in group
% of Year 1 children passing the phonic screening check in 2019	14% 1 child	100% 7 children in group
% of Year 6 achieving age related expectations in reading, writing and maths in July 2019	0%	75% 4 children in group
% of Year 6 children achieving age related expectations in reading in July 2019	0%	75% 4 children in group
% of Year 6 children achieving age related expectations in writing in July 2019	0%	100% 4 children in group
% of Year 6 children achieving age related expectations in maths in July 2019	0%	75% 4 children in group

Barriers to learning

At Pauntley C of E Primary School we understand that every educational setting has a set of unique factors that need to be recognised in order to ensure that all children from within the locality are able to achieve the best possible educational outcomes as well as being prepared effectively for life outside of school. Pauntley School draws from a wide catchment area and the pupils attending have a wide range of needs and unique circumstances.

Pauntley C of E Primary School draws from a wide catchment area and it's pupils have a wide range of backgrounds and needs. To enable each child to achieve their potential and be prepared effectively for life beyond school we need to utilise our unique factors facilitating the best possible outcomes.

Our curriculum intends to be based on a range of experiential opportunities:

We recognise that some of our children do not have exposure to experiences that other children would take for granted. Our curriculum is planned to offer new and enriching opportunities and to close the learning gap. We ensure children's learning, where possible, is based on hands-on experiences; meeting visitors who can inspire children's learning and visiting places of interest that ensure children have first-hand experience of the knowledge they are being taught. We intend to use our pupil premium in order to provide all children ability to access these experiences and add experiences that add to their wealth of cultural capital.

We recognise that our children

Our curriculum intends to raise self-esteem and self-confidence:

Throughout all aspects of the curriculum the school promotes a You-can attitude and celebrates the successes of children and the progress which is made. We intend to use the pupil premium funding to raise their level of reading, writing and maths skills so that they can know they are reaching their potential. We also recognise that all children will face challenges in school and beyond and it is important that they are equipped to deal with setbacks and problems. By creating a supportive, caring environment we aim for our children to develop a resilient attitude which will help them deal with life.

Our curriculum focusses on the core skills of Reading, Writing and Maths:

We recognise that for our children to succeed beyond the classroom these skills are crucial. Some of our children arrive at school with levels of understanding below those expected of their age group and the school works hard to provide the support needed by focussing on these core areas in order to close any existing gaps. We intend to use the pupil premium funding to raise levels of attainment so that all pupils reach age-related expectations.

Our curriculum has a clearly mapped out progression of skills and knowledge:

We recognise that in order for children to learn effectively it is important that the taught curriculum is carefully mapped out to ensure that long term acquisition of skills and knowledge is acquired. We intend to use the pupil premium funding to ensure that all pupils have access to the curriculum and that all pupils reach their potential.

Our curriculum has a focus on developing Speech and Language:

Some of our children enter school with Speech and Language development below the expected level for their age. As such we tailor our curriculum to prioritise this aspect of learning and utilise opportunities both within the taught lessons to develop these skills and in informal contexts. We intend to support all children to reach their potential with their oracy, but also to target children with speech and language difficulties to reach expected age-related standards.

The curriculum intends to utilise the outdoor environment where possible to enhance learning:

Pauntley is set amongst some of the most beautiful scenery. This provides an array of opportunities to deliver curriculum content outside. As a school we recognise the benefits both educationally and linked to wellbeing that learning outside can have. We intend to use the pupil premium to support access to a curriculum that supports not only academic achievement but the positive development of pupil wellbeing and mental health.

1. Barriers to Learning	
1.	Disadvantaged pupils may need more support with their reading, writing, maths or life skills. This will impact on their aspirations, their life experiences and their ability to be life-long learners. In particular they may not read at home, have a rich reading experience at home or have their reading prioritised.
2.	Some pupils may have a range of adverse childhood experiences. This may affect their attendance, their self-esteem, their ability to concentrate, their ability to transfer information into their long term memory and their enjoyment of school as well as affecting their overall performance.
3.	Disadvantaged pupils do not all have the same life experience, so may struggle to access the curriculum due to their lack of shared vocabulary and insight. This may also lead to difficulty developing appropriate social conversation and an understanding of expected behaviour because they lack shared experiences. They may have problems with keeping up with their peers due to increased levels of anxiety (built around unfamiliar expectations), growing gaps in language understanding, hurdles due to social expectations and a lack of understanding of academic tasks based around assumed experiences and skills. There is an understanding within Pauntley Primary School that no assumptions should be made about life experiences.
4.	Disadvantaged pupils within Pauntley Primary School may require support with financial concerns, such as paying for dinners, milk, school uniform, clubs or affording basic learning equipment and books.

2. Desired Outcomes		Success Criteria
1.	<ul style="list-style-type: none"> Pupils' needs are identified quickly and any child who requires help to reach their potential will be able to access appropriate, individualised support within class and out of class. Reading is prioritised. This will mean that pupils who are less able have the appropriate support but will also mean that pupils who have higher academic aspirations are also supported and pushed on. 	<ul style="list-style-type: none"> Analysis of assessment levels at the end of Key Stage 2 will show that the children eligible to pupil premium will have at least achieved age related expectations or more in maths, reading and writing.
2.	<ul style="list-style-type: none"> Parents and pupils have support for their individual pastoral and emotional needs, every day. They have someone at school with whom to have open and honest talk, who will liaise between home and school and will challenge in a supportive and helpful way when required. Provision is tailored to the pupils' needs which help the children to access the curriculum, make friends, be happier and keep them safe. Parents are signposted towards appropriate external support where necessary. 	<ul style="list-style-type: none"> Children feel happy and safe in school, ready to learn. Specific, tailored interventions are put in place to meet needs where necessary. Children learn strategies to help them cope with unsettling life crises where necessary. Children want to come to school and attendance numbers increase.
3.	<ul style="list-style-type: none"> Pupils who have limited life experience will have same life experiences as other children of a similar age. Pupils will have cultural capital experiences that other, less disadvantaged pupils, may have as part of their life experience. These may be related to the local cultural opportunities or to wider community opportunities. This may also be related to national cultural opportunities 	<ul style="list-style-type: none"> All pupil premium children have the same experience as their peers, without obstacles, hurdles or prejudice. Analysis of assessment levels at the end of Key Stage 2 will show that the children eligible to pupil premium will have at least achieved age related expectations or more in reading, writing and maths
4.	<ul style="list-style-type: none"> All children have the same school experience, which could be through offering spaces at after-school clubs, breakfast club, school uniform, milk, school equipment but will be analysed on a case by case basis. 	<ul style="list-style-type: none"> All pupil premium children have the same experience as their peers, without obstacles, hurdles or prejudice. Analysis of assessment levels at the end of Key Stage 2 will show that the children eligible to pupil premium will have at least achieved age related expectations or more in reading, writing and maths

3. Planned Expenditure

i. Quality 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?
Reading to be prioritised in the classroom and extra support provided for disadvantaged pupils	Teachers will specifically monitor the amount of reading at home and the amount of reading progress being made by disadvantaged children within their classes. Once they have identified those children who are not reading regularly at home or are not making appropriate progress, they will show evidence of adjusting whole class reading approaches, will target specific children and will actively find different ways to encourage the enjoyment of reading with disadvantaged pupils.	Reading is the cornerstone of learning and leads to lifelong learning. The evidence from the numerous research studies encourage the raised profile of reading within schools. There is also evidence that children who are well-read and confident readers are more resilient and cope better with trauma.	<ul style="list-style-type: none"> • All staff will monitor reading amounts each week • Individual reading scores for PP children will be fed through to HT • Reading progress of PP children to be monitored by HT • All pupil premium children to have extra reading termly with individuals who are not reading at home or who are not making appropriate progress identified by class teachers and flagged to HT for additional reading support 	HT	Termly
High aspirations of speech and language for all pupils within classrooms	Children will have key vocabulary introduced, reinforced and	Pupils from disadvantaged backgrounds are shown to have significantly less	<ul style="list-style-type: none"> • Speech and language progress will be monitored and assessed by classroom staff. 	HT	Termly

	targeted throughout lessons.	working vocabulary and therefore are less able to reach age-related expectations in SATs.			
All children to have quality access to adult support within class.	Additional teaching assistant support within class.	Evidence shows that when schools manage teaching assistants effectively and when teaching assistants have appropriate training, teaching assistants can be effective within class and can accelerate learning.	<ul style="list-style-type: none"> Regular teaching assistant meetings. Teaching assistants are paid for planning meetings before school where lessons are discussed, pedagogy explained, targeted support explained and interventions evaluated. 	HT	Termly
			Total Budgeted cost		£10000
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?
Children who are eligible for pupil premium funding have targeted, individualised support for reading, writing and maths where necessary.	Tailored interventions targeted at the children's ability, whether higher, middle or lower attaining	Evidence has shown that through interventions that are individualised, that are regularly reviewed and that are targeted at the children's current learning position, learning will be accelerated	<ul style="list-style-type: none"> Teachers will identify PP children that require additional support and deploy TA as appropriate to implement specific interventions. Teachers and teaching assistants will weekly review the effectiveness of interventions and alter as necessary SENCo to quality control the interventions Teachers to use SMART targets that address the child's specific need 	BT	Termly

Pupils with additional social, emotional and mental health needs receive additional tailored, targeted support where necessary.	Individual or group work such as Therapeutic Story Writing, Sand Tray Therapy, Socially Speaking or another evidence based intervention appropriate for their specific needs	Children who struggle with emotional literacy also find it difficult to communicate effectively in class, maintain appropriate relationships and to reach their academic potential in reading and writing.	<ul style="list-style-type: none"> Teachers will identify PP children that require additional support and deploy TA as appropriate to implement specific interventions. Teachers and teaching assistants will weekly review the effectiveness of interventions and alter as necessary SENCo to quality control the interventions Teachers to use SMART targets that address the child's specific need 	BT	Termly
			Total Budgeted cost		£4002 (B/F 2019)
iii. Other approaches					
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 children have access to the same school experience	Children will be provided with opportunities to attend activities such as clubs and trips and school will use pupil premium to make sure all children can take part. School will support parents who are experiencing financial difficulty through the funding of specific items such as milk, uniform or	School believes that children need to have a shared experience in order to access learning successfully and that children will learn more effectively if they have a feeling of belonging.	<ul style="list-style-type: none"> Teachers will ensure that they have provided stimulating opportunities Class teachers will monitor whether pupil premium children are accessing all possible opportunities. School administrative staff and class teachers to regularly communicate any specific needs to HT. 	HT	Termly

	books on a case by case strategy.					
			Total Budgeted cost			£3,729