

Pupil premium strategy statement

1. Summary information					
School	Earith Primary School				
Academic Year	2020 - 2021	Total PP budget	£14,795 Total Spent EOY: £15,182.38		
Total number of pupils	87	Number of pupils eligible for PP	17 (22)	Date for next internal review of this strategy	December 2020 July 2021

2. Barriers to future attainment

In-school barriers

A.	Spelling, sentence structure and sense impacting writing skills
B.	Language skills are lower for some pupils eligible for PP than for other pupils. This slows reading progress particularly around the acquisition of phonics, comprehension and writing progress.
C.	Maths progress impacted by gaps in learning and low language skills particularly in answering reasoning questions
D.	Social, emotional and mental health issues impacting behaviour and ability to learn – low self-esteem, challenging behaviour
E.	Meta-cognition/self-awareness: low levels of resilience impacting ability to reflect and receive feedback, and therefore developing motivation towards independence & 'learning-to-learn' strategies – resulting (as with above) in low aspirations

External barriers (*issues which also require action outside school, such as low attendance rates*)

	Consistency and capacity of home life support impacts progress (further affected by Home Learning support during Covid19) Challenging home-life situations (further affected by Covid19) Attendance of GRT children and some other PP children (further affected by Covid19) Aspirations from home
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3. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve spelling, sentence structure and sense in pieces of writing across the curriculum. This will be measured through termly teacher assessment as well as daily marking.	More pupils will achieve EYE/targets/increased progress rates Spelling tests will show progress (weekly, as part of assessment weeks and in work books) Accelerated progress will be evident in progress data (reading, writing & spelling)

B.	<p>Language skills will improve – understanding in reading, phonics and maths will therefore improve and this will be demonstrated in Termly assessments. Oracy within the classroom improves – pupils speak with a growing vocabulary and confidence</p> <p>Reading comprehension and decoding skills will improve and this will be evident in termly assessments as well as work in guided reading, phonic sessions and confidence around reading out aloud in class/group work.</p>	<p>More pupils will achieve EYE/targets/increased progress rates Accelerated progress will be evident in progress data (reading, writing, phonics, maths & ELG) Pupils actively contribute more to class discussions/speak with growing clarity and confidence (observations) Improved reading skills: inference and deduction, for example GR books/phonics books show progress</p>
C.	<p>Basic skills in mathematics will improve and this in turn will impact on reasoning skills – evidenced in test performance and motivation/involvement in lessons</p>	<p>More pupils will achieve EYE/targets/increased progress rates Children’s scores in arithmetic tests and reasoning will improve Children will be more confident in tackling reasoning questions (observed) Maths vocabulary improves (observed) Accelerated progress will be evident in progress data (Maths) Maths work books show progress</p>
D.	<p>Children will be supported to self-regulate their emotions by developing strategies to use – measured by reduction in behavioural logs and improved progress rates</p>	<p>Nurture groups provide transferrable skills which children actively use in the class More pupils will achieve EYE/targets/increased progress rates Reduction of behavioural logs in school Children can name each of the 5Rs and which ones they need to further develop Those pupils targeted can explain the strategies they use and how they help Positive feedback from parents/teachers about pupil improvement (qualitative data)</p>
E.	<p>Children are more self-aware and understand how they can learn-to-learn. Raised self-esteem of pupils. Children can talk about their aspirations for the future Noticeable improvements in children’s development of the 5Rs – core values in school. Measured by improved progress/attainment</p>	<p>Pupil voice through questionnaire/interview indicates positive improvements in self-esteem & self-awareness Positive feedback from parents/teachers about pupil improvement (qualitative data) Impact of raised self-esteem/self-awareness is visible in attitudes to learning during lesson observations Reduction in behaviour logs/offences More pupils will achieve EYE/targets/increased progress rates</p>

4. Planned expenditure						
Academic year						
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?	Review: December 2020 Review: July 2021
Children demonstrate more effective learning behaviours	Further embed the culture of /promotion of/ of the school's 5RS (values) this year: filmed assemblies, weekly awards, presence on new school website (avatars, headings, HT welcome) and linked to desirable behaviours at lesson-level through Dojo points.	<p>There is an effective evidence base for the positive impact of developing Growth Mindset/learning behaviours with children. See meta-cognitive/self-awareness (Hattie & EEF Toolkit)</p> <p>Through its raised status last year, the culture is becoming embedded into routine and children can visibly talk more about these learning behaviours.</p>	<p>Behaviour Policy is reviewed at least annually but was twice last academic year in response to further embedding this – it will be revisited and reviewed again this year.</p> <p>Regular/routine, and increased presence: .assemblies, website, newsletter, rewards in class.</p> <p>Monitored through: learning walks, pupil voice/observations.</p>	TA	Dec 20	<p>Positive learning behaviours demonstrated across school: 83% (15/18) pupil premium children demonstrate positive B4L. Strategies in place to develop the minority.</p> <p>Filmed assemblies in place every week since September highlighting positive B4L across school – to be watched at home with parents. Bubble award ceremonies, too.</p> <p>HT welcome re-written linked to 5Rs; presence on newsletter. Dojo well utilized in class to embed.</p> <p>SEND & PP Survey (April) demonstrates more effective learning behaviours in terms of PP pupils' ability to use resources to support their learning; knowledge of the school's Core Values & Code of Conduct and motivation towards their studies. Any areas of concern, actions made as a school to intervene e.g. wider reading/love for reading intervention.</p> <p>Survey substantiates pupils' desires to receive school certificates and rationale for new certificates around presentation, writing & Active Citizenship.</p> <p>Lesson Visits in June demonstrate</p>

						<p>high engagement and pupils' willingness to contribute to oracy/class discussions.</p> <p>Majority of PP children receiving at least one award during Summer Term or at least in year to celebrate individual efforts in this area.</p>
<p>Accelerated progress for those children who are underachieving across the curriculum</p>	<p>Differentiation is appropriate for all children without a ceiling on their capacity to achieve. Use of challenges within mixed ability grouping will support this.</p> <p>Children will access age appropriate learning and have additional support e.g. through focussed interventions derived from analysis of data and informed from Pupil Progress Meetings.</p>	<p>Statistically, PP are a vulnerable group and do not always attain to their potential</p> <p>Pupil Premium children achieved just under expected progress in R, W & M last academic year e.g. by Spring Assessment – just before school closure – Covid19)</p> <p>We want to ensure that PP pupils can achieve their best. We want to ensure all teachers and teaching assistants are aware of who these children are and are appropriately trained to provide stretch and encouragement for these pupils.</p> <p>Targeted support can increase confidence in learning and improves performance and self-esteem which impacts progress and leads to higher expectations (pupils – meta-cognitively and teachers/support staff on what this vulnerable group is capable of achieving)</p>	<p>Monitoring of lessons, data, book scrutiny, pupil voice</p> <p>Provide CPD as necessary</p> <p>Use Pixl therapies/QLAs to support closing attainment gaps</p> <p>Observe interventions</p>	<p>TA & SLT</p>	<p>Dec 20</p>	<p>Autumn Term Progress of PP versus Non PP: (expected progress targeted at 2.0 points)</p> <p>Reading: PP:3.5 Non PP: 4.0</p> <p>Writing: PP: 2.1 Non PP: 3.5</p> <p>Maths: PP: 3.0 Non PP: 4.1</p> <p>Above expected progress except in writing – remains whole-school focus.</p> <p>PP children made broadly in-line with expected or better progress in Science, Computing, Geography & Music in Autumn 1</p> <p>Positive use of differentiation through challenge levels and access strategies monitored in planning</p> <p>Teacher planning documents & Focussed Provision documents reviewed to focus more greatly on SEND & PP children and differentiation/access strategies/interventions in response to widening gap between PP & Non PP children in Summer Term, and following impact of COVID19 on achievement following National Lockdown. Use of catch-up funding impacting positively, too – End of Year resulting in:</p> <p>Reading: PP:6.3 Non PP: 6.1</p>

						<p>Writing: PP: 5.3 Non PP: 6.5</p> <p>Maths: PP: 5.3 Non PP: 5.9</p> <p>The above demonstrates a diminishing gap between PP vs NPP children since Review in December and in the case of Reading, PP outperforming NPP.as a result of the aforementioned approach. Writing and Maths broadly in-line with expected progress.</p>
Total budgeted cost					Quality First Teaching	
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>Improved progress in writing</p> <ul style="list-style-type: none"> - Grammar - Sense - Spelling - Oracy - Editing - Pencil control 	<p>One to one/small group support.</p> <p>Conferencing/ RERAP (editing) opportunities Greater opportunities for oracy within the classroom Spellings taught and learnt intuitively (e.g. based on data and new spelling seeds programme)</p>	<p>Conferencing has led to improved progress across the school in the past and links in with current educational research e.g. impact of effective feedback in the classroom and meta-cognition/self-awareness. Children identify development areas themselves which helps moving them on and providing them with strategies to do this independently.</p>	<p>Monitoring of focussed provisions.</p> <p>Linked to staff training/meetings to review as a team</p>	<p>Class teachers TA & SLT</p>	<p>Half termly during pupil progress meetings</p> <p>Dec 20</p>	<p>Writing: PP: 2.1 Non PP: 3.5</p> <p>Just above expected progress (2.0) for PP children made across school; many receiving focussed provision support in class by teacher and/or TA in writing/writing related intervention with individual impact of: :</p> <p>X1 EYFS PP child – teacher assessed progress using ELG in Autumn Term X1 LKS2 PP child making 3.0 points progress – writing intervention X3 LKS2 PP children handwriting intervention progress X1 UKS2 PP child handwriting intervention progress and afterschool booster with class teacher in writing composition – 2 sessions (3.0 points progress); (above combination of teacher and support staff time for interventions: £1400) Early intervention on five PP children (KS1) using catch-up funding in October to pay skilled TA in multiple interventions, including for phonics, reading comprehension and writing impacting positively on results (monetary amount not included in this review as separate funding stream). Plan to target more PP pupils once NTP requirements finalised. Action Research project on spelling development started in December to roll out in January across school. Greater oracy opportunities available in classes. Intent Implementation Impact document for Oracy to be written following Oracy Cambridge project and implemented across school Spring/Summer Term. Cost Review: £1400</p> <p>L & UKS2 PP Interventions (x3) pupils in writing (editing/sense, vocab choices, spelling and HW) in school: Cost Review: £1500</p> <p>LKS2 & KS1 PP Interventions (x4) pupils in writing (letter formation; basic punctuation, additional teacher support time in class scaffolding): Cost Review: £2000</p> <p>Progress combined of above: 4.2 (raw score improvements made across group in GPS tests, too)</p> <p><i>Costings exclude x13 PP pupils who have received catch-up funding targeted to either writing/reading linked to sentence-level work e.g. Rapid Phonics</i></p> <p>Contributory towards overall progress: Writing: PP: 5.3 (broadly in-line with expected progress at 6.0) Non PP: 6.5</p>
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<p>Improved progress in reading</p>	<p>Phonics/Reading Lead in school to monitor and drive standards</p> <p>Additional one to one and small group support to accelerate reading</p> <p>Monitor/implement new digital offer: Readwriter, LBQ, for example.</p>	<p>Progress for PP chn was just under expected at Spring 2020 (just before school closure). Some PP chn do not always have access to books at home/opportunities to read with/to adult.</p> <p>Regular oppourtunities for reading in school (visits to school library, books home, class collection culture) including comprehension activities (Guided Reading) to ensure understanding has impact</p>	<p>Effective monitoring from English and Phonics lead.</p> <p>Data is used to flag up those PP children who are not making accelerated progress and provisions for these are discussed at pupil progress meetings</p>	<p>Class teacher</p> <p>SENC O</p> <p>TA & SLT</p>	<p>Half termly during pupil progress meetings</p> <p>PP review: Dec 20</p>	<p>Reading: PP:3.5 Non PP: 4.0 Above expected progress for Autumn Term PP children. Early catch-up groups (as mentioned above) impacting positively on KS1 progress in Year 2 Phonics screening check/reading ability – leading to x1 PP child passing the check; one making improvements in raw score (didn't pass but targeted for future provision) and x1 child left the school who was targeted.</p> <p>TA deployed ion a day to day basis to support emergent gaps: daily reading 1:1 with key individuals, including PP impacting positively on results £200 Rapid Phonics to be purchased for intervention across some PP children. Focussed provisions:£1600 X1 EYFS PP child – teacher assessed progress using ELG in Autumn Term (in class teacher support). X3 PP children in KS2 1:1 reading with TA making average points progress of 1.33.</p> <p>Same children as above in additional phonics intervention making progress as above, and in raw scores of reading papers/screening.</p> <p>X1 year 3 child in 2:1 reading comprehension intervention making 7.0 points progress.</p> <p>X1 UKS PP child1:1 reading with TA (2.0 points progress) Cost Review: £1800</p> <p>Focussed Provisions: LKS2 impacting: X1 PP child 1:1 reading daily LKS2 & KS1: Common Exception Words Intervention X4 PP children. Combined progress of x5 pupils: 6.0 points (expected): Cost Review: £2000</p> <p>Costings exclude x13 PP pupils who have received catch-up funding targeted to either writing/reading linked to phonics, Rapid Phonics, or reading comprehension support but will be contributory to overall progress which outperforms Non PP:</p> <p>Reading: PP:6.3 Non PP: 6.1</p>
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<p>Improved mathematics progress</p> <ul style="list-style-type: none"> - Arithmetic - reasoning 	<p>One to one/ small group focussed interventions to support and in addition to QFT.</p> <p>Monitor/implement new digital offer e.g. LBQ, Rock stars (Maths Whizz: TBC)</p>	<p>Progress for PP chn was just under expected at Spring 2020 (just before school closure).</p> <p>Need to improve children's ability to unpick/understand multi-step worded problems (complemented by the above strategy).</p> <p>Effective feedback in lessons /post lessons e.g. addressing misconceptions/identifying gaps and targeting support appropriately (has led to improved outcomes historically).</p>	<p>Monitoring from Maths Lead/SENCO</p> <p>Focus of intervention planned by class teacher and relating to skills that individual children need to develop in order to raise their attainment/progress</p>	<p>Class teacher</p> <p>Maths Lead</p> <p>SENCO</p>	<p>Half termly during pupil progress meetings</p> <p>PP review: Dec 20</p>	<p>Maths: PP: 3.1 NPP: 4.1 Above expected progress for PP children TA deployed on a day to day basis to support emergent gaps in mathematics across two classes: cost in Autumn: £250</p> <p>Focussed provisions: X2 PP KS2 pupils maths intervention making average 4.5 points progress with TA: £250 Cost Review: £500</p> <p>TA deployed on a day to day basis to support emergent gaps in mathematics across two classes: cost in Summer Term: £750</p> <p>Teacher in class support for x1 PP child in KS2:Cost: £550</p> <p>Costings exclude x5 PP children receiving Catch-up funding/support across school in maths.</p> <p>Impact of QFT and interventions: Maths: PP: 5.3 Non PP: 5.9</p> <p>PP progress broadly in-line with expected and NPP progress.</p>
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<p>Improved spelling across all year groups leading to increase in the number of children achieving EYE in writing, GPS and accuracy in day-to-day writing in books</p>	<p>Implement Spelling Seeds programme (Google Classrooms used as a vehicle to administer) and use of Readwriter to enhance spelling accuracy. Children to have access to Readwriter at school and at home Targeted spellings to meet need based on PIXL data /analysis. Commonly misspelt words, identified in children's books are picked up whilst marking for the individual. Class/group commonalities are also picked up on and addressed e.g. through working walls/corrective teaching. Ensure focussed provision for acquisition of HFW/exception words for year groups.</p>	<p>Spelling progress for was weak across school and for PP children last year (data from GPS scores) – a different approach needed for previous PIXL programme.</p> <p>Evidence suggests learning spellings in context will lead to better outcomes/build affinity with language/vocab. Spelling Seeds will link to key texts being studied in class so should build on this. Children engage well with ICT – Readwriter to complement this.</p> <p>Number of key words spelt correctly in work needs to improves. Evidenced in book scrutiny.</p> <p>Whole-staff feedback/discussion during INSET as to shared approach</p>	<p>Focus of intervention planned by class teacher</p> <p>SENDCO involvement in planning/development of HFW provision as appropriate</p> <p>Book scrutiny</p> <p>Ensure feedback from staff on new approach.</p> <p>Monitor uptake/engagement levels with spellings on Google Classrooms.</p> <p>Analyse data from GPS scores (assessment cycle)</p>	<p>Class teacher</p> <p>English Lead</p> <p>Google Classroom Lead</p>	<p>Half termly during pupil progress meetings</p> <p>PP review: Dec 20</p>	<p>Action Research project on spelling development started in December to roll out in January across school</p> <p>Spelling Seeds embedded</p> <p>Commonly misspelt words addressed in books</p> <p>Rapid phonics programme purchased to start in Spring 1</p> <p>Upcoming ERT training to start Spring 1/2</p> <p>Spelling Shed purchased to roll out in Spring 1</p> <p>26% PP children from year 2 to 6 made improvements in their spelling raw scores from PIXL tests from March 2019 (just before school closure) until November 20, despite Covid and starting their new year's curriculum spelling programme</p> <p>Progress impacted positively by TA completing additional phonics intervention (separate funding stream – as described in writing section)</p> <p>The focussed provisions described above will have impacted – spend already recorded.</p> <p>Cost Review: £No cost incurred in Autumn Term</p> <p>9/12 PP (75%) children made progress in raw score improvements in tests from November – June 2021 (Year 2 – 6) since implementation of new projects.</p> <p>Writing: PP: 5.3 (broadly in-line with expected progress at 6.0) Non PP: 6.5</p>
Total budgeted cost					£10,500	<p>Cost Review:£3700 Cost Review: £6800 Total Cost Review: £10,500</p>
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?	
Improved attendance for PP GRT and other identified children	<p>Head /SENDCO to work with families so that absences are quickly followed up: phone calls, offers of support, home visits, for example. Close links/communication/advice with EWO/ A & I Lead as appropriate.</p> <p>Offer of breakfast club in academic year 2020/2021 when possible (Covid19 restrictions)</p>	<p>Evidence: GRT attendance for last year was low and especially since COVID 19 and returning to school (September)</p> <p>Some PP children due to home circumstances not being able to access breakfast every day/late attendance. Using PP funding to subsidise Breakfast Club to ensure positive start to the day</p>	<p>Liaison between office and Head/ and families. Use of EWO advice and Traveller support as necessary.</p> <p>Target PP families for Breakfast provision and monitor provision – effectiveness/quality of.</p>	TA	<p>Monthly attendance figures</p> <p>Breakfast Club observations</p> <p>Dec 20</p>	<p>Attendance figures rose to 95% (whole-school). Improved attendance by PP (11% in-year rise) & GRT due to close liaison with parents and monitoring of attendance team. Actions evidenced in school's attendance file</p> <p>Breakfast Club plans on hold still</p> <p>Cost: time of Head & Office Manager in regular meetings and multiple interventions/record keeping</p> <p>EOY</p> <p>93% PP attendance; 83.85% GRT (measured from March 8th onwards) impacted by one family; close liaison with LA and family to improve – see school records for efforts/reasonable adjustments made.</p> <p>Online attendance of PP children during lockdown was strong. See school records for further evidence</p> <p>Breakfast Club in place for September 2021/22</p>
Improved behaviour (including learning behaviours) and self-esteem for PP children.	<p>Behavioural interventions/nurture groups as appropriate. (strategies for reducing undesirable behaviours/encouraging more effective learning to learn strategies – meta cognitive/self-awareness)</p> <p>Use of new intervention room as a break out space</p>	<p>Meta-cognitive/self-awareness (learning to learn strategies) evidenced (Hattie & EEF) in having clear impact on student achievement</p> <p>Good relationships with parents are crucial to ensure that behaviour improves. Consistent approaches by school and home are imperative</p> <p>Play therapy has had positive impact on behaviour at school</p>	<p>Assess, Plan, Do, Review approach to be well embedded and recorded.</p> <p>Individual Pupil Premium Records are compiled and maintained</p> <p>Parents to have regular contact with key staff e.g. Head/SENCO/class teachers</p>	<p>Class teacher</p> <p>SENDCO/Mental Health Lead</p> <p>TA & SLT</p>	<p>Half termly during pupil progress meetings</p> <p>PP review: Dec 20</p>	<p>Significant decrease in serious behaviours including no exclusions (were in previous year by End of Autumn) in year and observed, positive increase in behaviours for learning in class (x4 PP children)</p> <p>In class survey/discussion (targeted PP children) to build</p>

	<p>for flexible working area.</p> <p>Develop restorative approaches and focus on positive behaviours.</p> <p>Play therapy signposted as appropriate</p> <p>Implement a Breakfast Club</p> <p>Up skilling staff – CPD as appropriate</p> <p>Pro-activeness of Mental Health Lead and monitoring in school</p> <p>Enabling children to go on school trips</p> <p>Sensory Circuits</p> <p>Access to spare school uniform.</p> <p>Access to additional school snacks.</p> <p>Personalised learning/provisions bought/provided for key pupils as evidenced in Individual Pupil Premium Records</p>	<p>Nurture group targeting self-esteem / self-worth has had positive impact on independence and engagement with some pupils.</p> <p>Sensory circuits has been observed as a provision which has prepared children for the day in class.</p>	<p>Monitor impact on attainment as behaviour improves. Provide staff training as appropriate</p> <p>Pupil observations in class.</p> <p>Observe interventions.</p> <p>Approaches discussed with SENDCO/other professionals e.g. at SEND strategic planning meetings for advice</p> <p>Monitor uptake and provision for a breakfast club</p> <p>Ensure staff are secure in how to lead interventions.</p>		<p>understanding and self-identify the learning-to learn strategies they use as well as others they could add to their toolkit. Evidence in school</p> <p>X1 PP child receiving play therapy (reduction in behavioural incidents as a result and more likely to discuss problems with staff)Cost: £240</p> <p>Breakfast Club on hold until September (due to staffing levels and implementation of catch-up groups).</p> <p>Cost: £850.26 spent on funding PP chn with: -1:1 music lessons for x2 PP children -milk- -school jumpers -resource boxes for PP children to access at home</p> <p>Trips disbanded due to COVID</p> <p>Focussed Provisions: X1 PP child (KS1)1:1 sharing story with TA/Teacher, playdough time and sharing work across school, daily 5-10 mins: Cost £100.</p> <p>X2 pupils in EYFS (PP) requiring additional teacher, lunchtime support and MSA support in class and outside modelling of behavioural expectations; pre-empting behavioural incidents; teaching knife and fork skills; reinforcing what is/is not swear words; employing distraction techniques during input on carpet 1:1, for example (evidenced in APDR grids x2): positive observational impact made on</p>
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					<p>settling into school routines for both: Cost in teacher, MSA and support staff time: £750</p> <p>X3 PP LKS2 children receiving daily pastoral support from teachers, TAS, MSAs and Head to mitigate risk, pre-empting behaviours, praising all efforts in work, enrichment activities/rewards ; Head Teacher support every lunchtime for 30 mins for AutumnTerm: £1200</p> <p>X1 UKS2 PP child receiving daily praise, encouragement, removing from class for 1:1 discussions around self-esteem, relationships in school and outside, motivational chats, for example. Cost: £400 (also provided with 1:1 music lessons costed above).</p> <p>EOY Further £892.12 spent on: -further music lessons for additional pupils -resource boxes to access at home during lockdown (whiteboards, pens, PE equipment, general stationary and books -Art kit -taxis -slime kit -play doh -sweatshirts</p> <p>UKS2: Head & Teacher intervention time to support child with SEMH needs: £250</p>
Total budgeted cost				£4295	<p>Cost Review £3540.26 Cost Review £1142.12</p> <p>Total: £4682.38 Overspend of approx. £387</p>