



Preston Candover CE Primary School

Pupil Premium Strategy Statement 2020 - 2021

At Preston Candover C E Primary School, we adhere to the seven 'building blocks' which form our strategy to improve outcomes for our disadvantaged pupils:

- **Whole-school ethos of attainment for all**
There is an expectation that all pupils should achieve high levels of attainment. There is an ethos that all disadvantaged pupils can overcome their personal barriers to succeed.
- **Addressing behaviour and attendance**
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.
- **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.
- **Meeting individual learning needs**
Personalised profiles are 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.
- **Deploying staff effectively**
Both teachers and support staff are deployed flexibly in response to the changing learning needs of disadvantaged pupils.
- **Data-driven and responding to evidence**
The progress of disadvantaged pupils is discussed at all pupil progress meetings and at key assessment milestones. Actions are identified, implemented and regularly reviewed through our class Provision Maps within each assessment phase.
- **Clear, responsive leadership**
The inclusion leader reviews the effectiveness of strategies with the headteacher and governors at the end of each assessment phase. English and mathematic leaders are directly involved in monitoring activities designed to secure good progress.

1. Summary information

Academic Year	2020 - 21	Total PP budget	£6,380	Date of most recent PP Review	Autumn 20
Total number of pupils	127	Number of pupils eligible for PP	6	Date for next internal review of this strategy	Summer 21

2. Current attainment: July 2020 KS2

	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (your school)</i>	<i>National %</i>
% ARE Combined			
% ARE Reading			
% ARE Writing			
% ARE Maths			

3. Barriers to future attainment (for current pupils eligible for PP)

In-school barriers (*issues to be addressed in school, such as poor oral language skills*)

A.	Emotional well-being and readiness for learning. Development and understanding of independent learning skills leading to learners being able to demonstrate self-motivational skills and know how to learn independently.
B.	Under developed social skills, ability to make relationships, resilience and maintaining friendships.
C.	Some PP pupils may have lower literacy skills and have less exposure to a wide range of literature, than their peers which can impact on their comprehension and mathematical problem-solving skills. Some PP pupils achieve highly and need to be challenged further to meet their potential.

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

D.	Lack of routine due to school closure due to Covid- 19. Missed learning opportunities. Attendance for all PP to be maintained at 96% or above academic year 2020 - 21 which will impact on their learning.
E.	Access to extra- curricular, and enriched education activities and experiences including trips, music lessons, sports activities, visits and residential experiences.

4. Desired outcomes <i>(Desired outcomes and how they will be measured)</i>		Success criteria
A.	Pupil Premium pupils to develop strong attitudes towards live long learning and build robust learning habits through our school values and learning ethos.	Pupils are fully engaged in school life and have taken part in a wide range of enrichment activities at the correct level of challenge. They are growing in confidence which is reflected in lessons and in events where they have represented the school. Maintaining PP pupils reaching ARE over time, and closing the gap between non-disadvantaged pupils nationally, and in school. Pupils understand how they learn and can demonstrate resilience, the ability to raise their expectations of themselves and take risks with their learning.
B.	To provide emotional, pastoral and academic support for PP pupils through an enriched SMSC curriculum. To provide additional support for the wider family where appropriate.	Improved attendance and stability. Enhance ability to form friendships and positive relationships with others; leading to improved behaviour and outcomes. Increased attendance at school, enrichment events/ clubs outside school. Ensure formation of positive and productive relationships with peers and adults. Pupils make good progress.
C.	Higher rates of rapid progress across the school for all PP pupils.	All PP outcomes in reading age and reading comprehension age to improve and be in line with pupils without PP. Most PP pupils' outcomes in reading age and reading comprehension age to exceed ARE. A love of reading for pleasure is fostered. SLS recommendations are promoted for specific children and groups. Teachers and LSAs will be confident in accurately identifying particular barriers to learning. All interventions, where used, will show a high impact in closing the gap, exceeding progress and positive ratio gains.
D.	If needed to isolate or in case of school closure, all PP pupils have access to online learning and Google Classroom. Attendance rates for all PP children to be at target or above 96% in line with the	Pupils have access to learning online. Reduce the number of absentees among pupils eligible for PP.
E.	All PP pupils have access to extra-curricular activities, opportunities to take part in any enriched activity, visit or residential experience, where possible in current Covid climate.	All PP pupils have access to an enriched curriculum by attending / taking part in any activity, visit or residential experience. Funding is used to support payments

5. Planned expenditure

Academic year 2020/21

(To be read in consultation with Catch Up Funding strategies document)

The 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	Pupils	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?
A. Pupil Premium pupils to develop strong attitudes towards life long learning and build robust learning habits through our school values and learning ethos.		1) High quality teaching through investment in staff CPD. 'Leader in Me'	1) To enhance teaching and the positive influence this has on outcomes.	1) Monitoring and evaluation of outcomes and provision termly and reported to governors. £1500	External trainer 'The 7 Habits of Effective People'	Termly
		2) Teachers released for pupil progress review sessions 3 x a year	2) Teachers involved in discussions with senior leaders related to pupil attainment and progress and review of provision and interventions.	2) Targeted support for PP children, needs identified so that provision is adapted as necessary. Progress of pupils is good and monitored termly. £540	Headteacher Inclusion Leader Class teachers	Termly
		3) Teachers released for subject leadership time	3) To enrich and enhance the breadth of experience and opportunity in learning through enhanced subject, and skills progression knowledge.	3) Each teacher released 2 days per term. £4,991.76	Subject leaders	July 21
C. Higher rates of rapid progress across the school for PP pupils.		1) High quality teacher and LSA led group work based on misconceptions and missed learning due to the lock down situation last academic year.	1) targeted teaching and group tuition is effective in closing gaps in knowledge and understanding. This will be addressed after gap analysis.	1) Pupils to be monitored by teachers and Inclusion Leader. Entry and exit data tracked, professional dialogue between teachers and LSAs	Teachers Inclusion Leader	Termly
		2) Enhance literacy skills through bespoke access to expert advice on literacy texts and themes as well as	2) Some PP pupils may have lower literacy skills and have less exposure to a wide range of literature, than their peers	2) Library service SLA proportion cost £400. Bespoke access to expert advice on text and themes to increase quality	MC	July 21

		topics affecting PP pupils' diverse needs and interests. Individualised reading advice. To increase breadth and quality in the school's library books and for guided and group reading.	which can impact on their comprehension and mathematical problem-solving skills.	in the school's library. Support to complete Story Wings across the year.		
		3) LSA intervention support.	3) A number of PP pupils are achieving highly at school and in order to achieve their potential, are provided with additional experiences outside the classroom to challenge them.	3) Targeted support for PP children, needs identified so that provision is adapted as necessary. Progress of pupils is monitored termly.	JV, CTs HT CT	Termly
		4) Language Link assessment	4) Assessment and intervention on children's entrance to school enhances their progress and development across the curriculum and socially	4) Pupils assessed on entry to EYS by EYS team. Dialogue held between staff and Inclusion Leader. Interventions put in place as appropriate.	MC, SD, RW and CT	Termly

ii. Targeted support

Desired outcome		Chosen action / approach	What is the evidence and rationale for this	How will you ensure it is implemented	Staff lead	When will you review implementation?
B. To provide emotional, pastoral and academic support for PP pupils through an enriched SMSC curriculum. To provide additional support for the wider family where appropriate especially in current Covid climate		1) Whole staff emotional language training.	1) To boost the self-esteem and resilience of learners who fear taking risks. Pupils who are more settled in school are far more likely to demonstrate good learning strategies and progress well.	1) Educational Psychologist training at staff meeting where all staff are invited. All staff to use and embed emotional language coaching throughout school	HIEPS Ed Psych, HT and Inclusion Leader	Termly
		2) Inclusion Manager to attend SENCO Circle support group run by HIEPS.	2) Inclusion Leader to remain current and updated with national and LA provision.	2) Bi termly meetings £534	Inclusion leader	Ongoing

C. Higher rates of rapid progress across the school for PP pupils.	Group	1) Additional 5 hours LSA hours in EYS each week.	1) Some PP pupils may have lower literacy skills than their peers which can impact on their comprehension and mathematical problem-solving skills.	1) The impact of these interventions is monitored termly by CTs and the Leadership team. £1684	CTs, RW	July 21
D. Attendance rates for all PP children to be at target or above 96% in line with the rest of the school by end of academic year 2020-21.	Individual	Tightly monitored attendance by Admin team with follow up support work by HT and Inclusion Leader.	Impact of missing school on learning.	Attendance is closely monitored and if concerns, follow up support for family is swift and robust.	SB, HT, CT	Termly
E. All PP pupils have access to extra-curricular activities, opportunities to take part in any enriched activity, visit or residential experience.		1) Attending extra-curricular clubs. (Clubs are currently postponed due to the ongoing situation with Covid – 19)	1) Raising aspirations and motivation for pupils.	1) As soon as the Covid situation lessens, pupils will be targeted encouraged to attend clubs specifically to them.	Teachers and CT	Reviewed termly
		2) HMS Music teacher Y4/5	2) Enrichment to enhance the breadth of experience and opportunity in learning. Building esteem, confidence and resilience.	2) Pupils attended weekly music sessions in school with a specialist music teacher. HMS proportion cost £61	HT CTs	Termly.
		3) Textbooks bought for pupils to use if self-isolating, or during school lockdown in English, Maths and Phonics, if appropriate.	3) To enhance and encourage pupils to access the learning.	3) Resources purchased and Subject Leaders to distribute. £50	HT, CTs	July 21
Total combined budgeted cost				£9760.76		
Remaining budget				-£3380.76		
£1345 FSM6						

Review of Pupil Premium Provision: Academic Year September 2020 - July 2021