

Austrey CE Primary School

Pupil premium report 2020 -21

Planned expenditure 2020-2021 and review of impact 2019-2020

SUMMARY INFORMATION			
Date of most recent pupil premium review:	Autumn 19	Date of next pupil premium review:	Autumn 20
Total number of pupils:	89	Total pupil premium budget:	£23079
Number of pupils eligible for pupil premium:	14	Amount of pupil premium received per child:	£1345 CLA £2345

STRATEGY STATEMENT

The pupil premium is funding provided to schools, which is in addition to main school funding. It is allocated according to the number of pupils who are eligible for free school meals (FSM), those who are part of service families and an allocation for each pupil who has been 'looked after' (in care) for six months or more. In 2012, the funding was extended to include any pupil/s who has been eligible for FSM in the past six years. It is up to schools to decide how the pupil premium is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility. However, schools are held accountable for how they have used the additional funding to support for pupils.

Small group interventions in the core subjects have worked well to help raise attainment as well as nurture groups to enable children to be emotionally ready to learn and make progress. Forest Schools has had a very positive impact in helping children to engage in learning across the curriculum and raise self-esteem. Enrichment opportunities (before and after school clubs) were well attended and enabled pupils to learn from different experiences.

The primary aim of the school is to ensure that all pupils are able to access all aspects of the school's provision in order to achieve the highest standards of achievement and the greatest possible progress in relation to the children's individual starting points.

Assessment information

EYFS (TEACHER ASSESSEMENTS BASED ON PREDICTIONS PRIOR TO LOCKDOWN)			
	Pupils eligible for pupil premium (PP)	Pupils not eligible for PP	
Number of pupil premium children in EYFS	1 (12 not eligible)	School Average	National average ALL PUPILS
Good level of development (GLD)	0%	47%	61.9%

YEAR 1 PHONICS SCREENING CHECK (TEACHER ASSESSEMENTS BASED ON PREDICTIONS PRIOR TO LOCKDOWN)		
Pupils eligible for PP	Pupils not eligible for PP	National average – ALL PUPILS
1 (100%)	10 of the remaining 12 pupils (83%)	82%

END OF KS1 (TEACHER ASSESSEMENTS BASED ON PREDICTIONS PRIOR TO LOCKDOWN)			
	Pupils eligible for PP	Pupils not eligible for PP	
Number of pupil premium children in Y2	3 (7 not eligible)	School average	National average ALL PUPILS
% achieving expected standard or above in reading, writing and maths	0%	86%	70%

END OF KS1 (TEACHER ASSESSEMENTS BASED ON PREDICTIONS PRIOR TO LOCKDOWN)

% achieving expected standard in reading	0%	86%	
% achieving expected standard in writing	0%	100%	
% achieving expected standard in maths	33%	100%	

END OF KS2 (TEACHER ASSESSEMENTS BASED ON PREDICTIONS PRIOR TO LOCKDOWN)

	Pupils eligible for PP	Pupils not eligible for PP	
Number of pupil premium children in Y6	4	School average	National average ALL PUPILS
% achieving expected standard or above in reading, writing and maths	1 pupil 25%	64%	70%
% achieving expected standard in reading	2 pupils 50%	72%	79%
% achieving expected standard in writing	3 pupils 75%	63%	76%
% achieving expected standard in maths	3 pupils 75%	81%	78%
% making at least expected progress in reading	100%	72%	
% making at least expected progress in writing	75%	72%	
% making at least expected progress in maths	100%	91%	

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	Some pupils have not been in school since 20 th March due to the COVID 19 lockdown. This was because they were not in the targeted year groups or through parental choice.
B	Vocabulary and reading skills including the love of reading. Attainment in reading and writing at the end of KS2 is below national. Combined attainment in RWM was in with line with national in 2019 and below in 2020.
C	Speech and language development.

ADDITIONAL BARRIERS

External barriers:

D	Attendance – In 2019/20 (up to and including 20 th March) whole school attendance was 96.11%. Attendance of disadvantaged pupils was 89.64%. This reduces the time these pupils are accessing learning and can contribute to lower attainment and progress
E	Some pupils have not fully engaged with home learning during lockdown.
F	Some pupils will be anxious about returning to school after lockdown and need emotional mental health support to access learning fully.
G	Accessing extra-curricular activities to enrich learning.

INTENDED OUTCOMES

Specific outcomes		Success criteria
A	Small group intervention in core subjects/speech and language development.	All pupils make at least expected progress from their individual starting points.
B	Nurture groups/Forest Schools	All pupils will feel safe and happy at school and emotionally ready to access their learning.
C	Attendance	Whole school and pupil premium attendance will be at least in line with national.
D	Improved enrichment opportunities for pupils eligible for PP across the school	A greater percentage of pupils will access activities.

Planned expenditure for current academic year

ACADEMIC YEAR						
Quality of teaching for all						
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	Individual Cost	When will you review this?

<p>To improve reading attainment across the school and instill the love of reading</p>	<p>To create a well-stocked, well-used lending library. Whole school ethos of reading for pleasure</p>	<p>DFE - Research evidence on reading for pleasure Education standards research team May 2012 "Reading for pleasure has a positive impact on academic outcomes"</p> <p>Reading for pleasure has social benefits as well and can make people feel more connected to the wider community. Reading increases a person's understanding of their own identity, improves empathy and gives them an insight into the world view of others (The Reading Agency 2015).</p> <p>Pupil premium pupils will have the opportunity to learn responsibility and organisational skills and recommend books that they have read to their peers and younger children.</p>	<p>Pupil Premium pupil questionnaire about: Their favourite books and authors as well, as non-fiction topics. (Stock the library in response to this)</p> <ul style="list-style-type: none"> • How they use the library • Books they could recommend • Do they enjoy reading/going to the library? <p>Each class has a weekly timetabled slot</p> <p>New furniture and soft furnishings to make the library into a welcoming space.</p> <p>Power of Reading to be embedded</p> <p>Y6 Pupil Premium pupils trained as librarians</p>	<p>Karen Cotton</p>	<p>Books and furniture/soft furnishings £526</p>	<p>Termly at assessment points and pupil progress meetings September 2021</p>
<p>Total budgeted cost:</p>					<p>£526</p>	

Targeted support						
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	Individual Cost	When will you review this?
Pupil premium children have a champion within school and nurture sessions	Pupil premium children have a champion for emotional support	<p>Children will be able to learn better if they are emotionally ready to learn. This could be needed more due to the anxiety/attachment created by COVID 19 and lockdown</p> <p>EEF Foundation research "On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment."</p>	<p>Nurture groups for Pupil Premium children</p> <p>Nurture room created (resources, soft furnishings, lights etc.)</p>	SENDCo Teaching Assistants	<p>2 x 30 mins per week Staff (teaching assistants) £1340 Resources £300</p>	<p>Mid academic year – Feb 21</p> <p>July 2021</p>

Intervention	Pupil premium children receive targeted small group or 1:1 intervention in core subjects	EEF COVID-19 support guide for schools "There is extensive evidence supporting the impact of high-quality one to one and small group tuition as a catch-up strategy."	Timetabled intervention based on assessment data and teacher assessments. Monitoring by SLT through pupil progress meetings, lesson observations, books looks.	Class teachers Teaching Assistants	4 afternoons per week in 30-minute blocks Staff (4 teaching assistants across the school) £4484 (10% of salaries)	After each assessment point (pupil progress meetings)
Speech and Language	Pupil premium children receive targeted small group intervention	Pupils will be able to access the curriculum and develop a wider vocabulary	Timetabled small group/one to one intervention. Monitored through assessment data and pupil progress meetings	1:1 session 2 x 20 minutes per week S+L trained Teaching Assistant	Staff £1003 One teaching assistant (1/12 of salary)	After each assessment point (pupil progress meetings)
Forest Schools	Pupil premium pupils will receive one afternoon per week of forest school learning. The group will be made up of at least 80% Pupil premium children	Education Endowment Foundation (EEF) – "Adventure education usually involves collaborative learning experiences with a high level of physical (and often emotional) challenge. Practical problem-solving, explicit reflection and discussion of thinking and emotion may also be involved"	SENDCo is a trained forest school facilitator who will run weekly sessions with a TA	One afternoon per week	Forest Schools Teacher £3780 (supply pay) Teaching Assistant £912 (1/12 of salary)	Termly
Total budgeted cost:					£11819	

Targeted Support CLA						
Pre-teaching/over-teaching	1:1 time at the beginning and end of each lesson	Pre-teaching can provide students with more knowledge and confidence when approaching a new topic. This can help to increase engagement and reduce frustration	1:1 TA time allocated	Teaching Assistant	£2670 One TA (1/6 of salary)	½ termly
Forest Schools	Pupils will receive one afternoon per week of forest schools learning	This improved pupils' engagement and self-esteem and problem-solving skills Education Endowment Foundation (EEF) – "Adventure education usually involves collaborative learning experiences with a high level of physical (and often emotional) challenge. Practical problem-solving, explicit reflection and discussion of thinking and emotion may also be involved"	SENDCo is a trained forest schools' facilitator who will run weekly sessions with a TA	Teaching Assistant Forest Schools Teacher	1:2 Teaching Assistant support £1140 (1/11 of salary) Teacher £880 (supply pay)	Termly
Total budgeted cost:					£4690	
Other approaches						
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	Individual Cost	When will you review this?

<p>To improve attendance across the school</p>	<p>Whole school attendance at least in line with national. Gap between PP attendance whole school narrows</p>	<p>In 2019/20 (up to and including 20th March) whole school attendance was 96.11%. PP attendance was 89.64%</p>	<p>Unauthorised holidays in term time Phone calls home or to appropriate agencies Attendance letters sent with meetings arranged Attendance rewards = whole class Termly class and individual attendance awards Annual class and individual certificates Individual sticker charts used if appropriate HT Postcards</p>	<p>Sara Eley Wendy Harvey</p>	<p>Resources (certificates etc.) £300</p>	<p>Half termly</p>
<p>Improved enrichment opportunities for PP children</p>	<p>Support for Y6 pupils to attend residential school trip</p>	<p>Pupil's emotional well-being and sense of belonging to Austrey CE Primary School as part of transition to High School</p> <p>Education Endowment Foundation (EEF) – "Adventure education usually involves collaborative learning experiences with a high level of physical (and often emotional) challenge. Practical problem-solving, explicit reflection and discussion of thinking and emotion may also be involved"</p>	<p>Monitoring of take up, predictions for need in future years.</p>	<p>Wendy Harvey</p>	<p>£220</p>	<p>July 2021</p>

Improved enrichment opportunities for PP children	Clubs (including homework club) /Enrichment. Off site visits where a voluntary contribution is requested including swimming	Pupil's emotional well-being and sense of belonging to Austrey CE Primary School Desire for all pupils to have an enriched and fulfilling primary education Education Endowment Foundation (EEF) – "It is certainly the case that schools whose pupils do homework tend to be more successful."	Monitoring of take up. Include listening to children read in homework club.	Sara Eley Wendy Harvey	2 clubs per week for an hour each £4347 2 x visits per year.	Termly
Improved enrichment opportunities for PP children	1:1 music lessons for Pupil premium children	Enable pupils to learn a new skill – playing a musical instrument	Monitoring of take up.	Sara Eley Wendy Harvey	3-5 pupils per group costs £20 per 30 minutes. Pupil premium pupils will be targeted £600	
Pupil premium children to be offered free uniform every year.	uniform	Pupils are not disadvantaged from belonging to our school by low income. Pupils' emotional well-being and sense of belonging to Austrey CE Primary.	Monitoring of take up.	Sara Eley Wendy Harvey	PP children only £621	July 2021
Total budgeted cost:					£6088	

ADDITIONAL INFORMATION

Austrey CE Primary School will be pro-active in identifying and supporting pupils who are eligible for funding. All new pupils to the school will be given a form to assist in identifying whether additional funding can be sought.

We will ensure that; all staff are aware of pupil premium children and those who are vulnerable, all pupil premium children will benefit from the funding not just those who are underperforming, underachievement at all levels is targeted and that pupil premium children are treated as individuals.

Our aim is to accelerate progress so that the vast majority of pupils who leave Austrey Primary School are at, or above, the national average. We aim for every child to make progress that is good or better so that they leave having reached their full potential regardless of their starting point.

Review of expenditure from previous academic year

PREVIOUS ACADEMIC YEAR				
Total amount:				
Quality of teaching for all				
Action	Intended outcome	Impact	Lessons learned	Cost

Improve intervention groupings and precision teaching	Develop a range of bespoke training aimed at TAs and teachers to improve small group intervention	<p>TAs undertook training from SENDCo and outside providers on precision teaching and the importance of baseline and exit data to show progress.</p> <p>Attainment and progress scores are not robust this academic year due to school closures on March 20th. Up to this point, pupil autumn and spring data shows that those children who were in intervention groups were making expected or better progress,</p>	This needs to be continued next year as early indications were showing that there was a positive impact.	<p>Cost of INSET on Inference training 6/1/20 £800</p> <p>TA staff meetings with LS £250</p>
Develop reading for pleasure across the whole school community	To develop a love of reading in all stakeholders and improve attainment as a result.	<p>Literacy lead attended Power Of Reading training. Classes were given money to spend on reading for pleasure books for their rooms.</p> <p>Library furniture was upgraded and also new classroom book corner areas.</p> <p>Literacy lead attended CPD with Ruth Baker-Leask as part of BDMAT over a number of sessions</p>	<p>No attainment results this year due to school closures.</p> <p>Library and classroom book corners now promote love of reading.</p> <p>Power of reading needs to be embedded next academic year.</p>	<p>£1500 plus supply costs £450 for books</p> <p>£1000 for furniture and book corners £200 CPD plus supply costs</p>
				Total £6300
Targeted support				
Action	Intended outcome	Impact	Lessons learned	Cost

Intervention sessions for English and Maths	Pupils will close the gap with their peers and make better progress	<p>TAs undertook training from SENDCo and outside providers on precision teaching and the importance of baseline and exit data to show progress.</p> <p>Attainment and progress scores are not robust this academic year due to school closures on March 20th. Up to this point, pupil autumn and spring data shows that those children who were in intervention groups were making expected or better progress.</p>	Interventions were working well before school closures. This will need to continue next academic year in line with the catch-up recovery curriculum.	£5300
Other approaches				
Action	Intended outcome	Impact	Lessons learned	Cost
Forest school provision to support vulnerable children	Develop self confidence and self esteem through the provision of outdoor learning.	Pupils with learning passport targets on developing self confidence and esteem were met (evidence in learning passports for individuals)	Parents and teachers gave positive feedback and would like this to continue. TAs have noticed higher levels of engagement due to the rise in pupils' confidence and self-esteem.	£5662
Enrichment programmes	To provide pupils with the opportunity to develop their educational and vocational skills	Pupils took part in Young Voices, peripatetic music lessons, sports clubs, breakfast clubs, art/craft/cookery clubs	Children who have limited opportunities for wider enrichment activities benefited greatly. High uptake by pupils	£2838