



## Pupil premium strategy statement

### 1. Summary information

<b>School</b>	Pawlett Primary School Academy				
<b>Academic Year</b>	2020-21	<b>Total PP budget</b>	£31,986 (includes a £8345 carry over from 2019-20)	<b>Date of most recent PP Review</b>	September 2019
<b>Total number of pupils</b>	63	<b>Number of pupils eligible for PP</b>	16 (Oct 2019)	<b>Date for next internal review of this strategy</b>	July 2021

### Current attainment (based on End of Term 4 Data)

	<i>Pupils eligible for PP</i> (These pupil numbers are based on PP child at the end of term 4. Total 19)							<i>Comparison at KS2</i>		
	<i>EYFS</i> (2/8)	<i>YR 1</i> (2/8)	<i>YR 2</i> (5/12)	<i>YR 3</i> (1/8)	<i>YR 4</i> (2/9)	<i>YR 5</i> (3/8)	<i>YR 6</i> (2/3)	<i>Average scaled score</i>	<i>Expected level in reading, writing and maths</i>	<i>Greater depth in reading, writing and maths</i>
	<i>End of EYFS</i>	<i>End of KS1</i>		<i>End of KS2</i>						

<b>% achieving in reading, writing and maths</b>	100% (2/2)	50% (1/2)	0%	All children	N/A	0% (0/3) 33% (1/3 in reading)	0% (0/3)
<b>% making progress in reading</b>	N/A	N/A					
<b>% making progress in writing</b>	N/A	N/A					
<b>% making progress in maths</b>	N/A	N/A					

## 2. Barriers to future attainment (for pupils eligible for PP, including high ability)

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

**A.** Poor reading and comprehension skills

**B.** Behaviour for learning

**C.** Poor oracy skills

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

**D.** Poor attendance, parental engagement and impact of COVID-19

## 3. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Increase numbers of children reaching Age Related Expectations (ARE) in every year group	Summative data scores, increased reading at home, increase targeted reading in school including Reading Café, Book Club etc. at Learning Review Meetings parents and children confidently talk about reading, increased use of Google Classrooms and Tapestry
<b>B.</b>	Ensure accelerated progress for all particularly in reading, spelling and phonics	Spelling shed data will show accelerated progress Quality of writing in books will identify improvements KS2 PIRA scores Phonics data through R,W Inc will show accelerated progress
<b>C.</b>	Increase oracy skills	Children throughout whole school speaking confidently and eloquently Deeper level of comprehension across all subject areas of the curriculum - identified through pupil voice
<b>D.</b>	Increase average attendance and punctuality of all children and pupil premium children	Data will show that persistent absenteeism is decreased and % attendance is increased (aim of 96%) Reduced numbers of letters and attendance clinic meetings

#### 4. 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?
Improve numbers of children reaching ARE at every level	Focus upon quality first teaching for all	EEF toolkit- re importance of effective feedback and metacognition strategies Marc Rowland Feedback from parents and children about how they learn Response to COVID-19 learning (outside the classroom, recovery curriculum)	Regular modelling and monitoring of QFT by EB/LD Through Coaching 15 Analysis of data (PIRA/PUMA/KS1/Phonics) Specific planned for outdoor learning sessions (through monthly teaching staff meeting) Pupil Progress Meetings x 4 year 3 x year report by Pupil Premium Governor Texting parents/carers with key information (phonics sounds of the week, words of the week etc.)	EB	Praising Stars 3 x year - with addition of summative assessment at the end of Term 1 Plan, assess, review cycle for all intervention work including outdoor sessions
Enhance behaviour for learning skills amongst all	Clarity of school rules Enhanced focus upon building positive relationships and use of positive language Focus upon restorative conversations	Evidence from 'When adults change' Paul Dix EEF – behaviour interventions	Modelling by whole school staff Positive praise through weekly celebration worship Recognition boards Hot Chocolate Friday Through regular conversations with parents and children Introduction of CPOMS to log incidents CPD training for all staff Introduction of Well Being Champions	EB	Informally on a weekly basis Through weekly learning walks Parent and staff questionnaires Monitoring of CPOMS Monthly monitoring of impact of interventions Clear Assess, Plan, Do Review cycle to monitor impact Pupil conferencing

<p>An addition of an enhanced outdoor learning space which positively utilises our school grounds and will impact on the attainment of children (point 1 above)</p>	<p>Creation of a resourced outdoor learning shed accessible for all with particular focus for disadvantaged groups</p>	<p>Local evidence from Covid-19 lockdown experience (learning outside)  EEF The Guide to Pupil Premium  Learning through Landscapes evidence regarding attainment:  <a href="https://www.ltl.org.uk/outdoor-learning-and-attainment/">https://www.ltl.org.uk/outdoor-learning-and-attainment/</a>  Learning through Landscapes evidence regarding cognitive and social development:  <a href="https://www.ltl.org.uk/cognitive-and-social-development/">https://www.ltl.org.uk/cognitive-and-social-development/</a></p>	<p>Weekly outdoor learning sessions for each year group  Well-Being Champions who work with PP children have access to facility during afternoon sessions</p>		<p>Praising Stars 3 x year - with addition of summative assessment at the end of Term 1  Informally on a weekly basis  Monthly monitoring of impact of interventions  Clear Assess, Plan, Do Review cycle to monitor impact  Pupil conferencing</p>
<b>Total budgeted cost</b>					£19,191

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Raise standard of phonics knowledge	Embed R,W Inc across FS and KS1	National research has shown that RWI approach achieves successful results EEF toolkit re early literacy intervention	Through regular monitoring of teaching and learning Increase staff CPD as to how best deliver our phonics and early reading practice. Becoming a partner school in the English Hubs Network Audit all our phonics and early reading books to ensure they are matched to go home/read in school etc. Increase pace and expectation for children's progress Online Parent/carer workshops for EYFS/Year 1 children Work closely with local pre-school with their phonic practice Texting parents/carers with key information (phonics sounds of the week, words of the week etc.)	EB/RB	Termly data capture x 6
Accelerate progress with identified children	Spelling Shed in school and at home Weekly oracy groups with KS2 Introduce Pupil Premium Champion Tracker Develop well-being strategies and broaden cultural capital for identified PP children Class texts	EEF- literacy interventions Closing the Reading Gap – Alex Quigley	Through training of all staff and volunteers to how best to support reading in/out of school Monitoring of planning, teaching and learning Regular assessments to identify progress Pupil Progress Meetings (PPM) Creation of All About Me folder for each PP child include Individual overall individual PP plan, work examples etc. Introduce Wellbeing Champions Lunchtime Learning Mentor sessions All children have access to class texts	EB	Praising Stars x3 +1 followed by PPM Termly review of PP tracker impact Annual review within TPLT APDR intervention cycle for LM sessions
<b>Total budgeted cost</b>					£7,996

<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Increase attendance of children in school	Use of Learning Mentor, and class teachers to engage children and parents Deliberate over communication to embed relationships	Marc Rowland- understanding attitudes to learning and family engagement is vital for the success of PP spending	Importance of daily attendance phone call and produce leaflet re attendance. Through deliberate over communication with families and children Involvement by EWO when appropriate Through attendance clinics both formally and informally	EB	Every term through analysing attendance data and looking for patterns
Focus on well-being of PP children	Use of Learning Mentor, and Well-Being Champions to engage children and parents Allocation of funds to support purchase of school uniform etc	Knowing our children and their needs, in particular post-lock down. Feedback form parents and children	Timetabled allocation of Well Being Champions on a daily basis. Timetabled allocation of Learning Mentor at lunchtimes as well as afternoon session on a daily and weekly basis.	EB	Clear Assess, Plan, Do Review cycle to monitor impact
Ensure PP children have access to experiential curriculum activities	Allocation of fund to support extra-curricular activities etc. e.g. residential	Marc Rowland SSAT Deep Experience for Social Justice – Tom Middlehurst 2019	Termly checks with children and parents with regards to how we can support Awareness for parents there is a fund available.	EB	Children actively involved in every part of education
To increase the knowledge and use of oracy skills	Oracy skills through parliament and QFT Timetabled explicit oracy focussed session KS2 interventions Whole staff training	Closing the vocabulary gap-Alex Quigley Closing the reading gap – Alex Quigley EEF toolkit-use of oral language interventions SSAT Deep Learning for Social Justice- Andy Williams and Corinne Settle 2019	Through on-going CPD to raise awareness and use oracy skills Specific planned for oracy sessions (through monthly teaching staff meeting) Increased opportunities to demonstrate oracy skills	EB	Praising Stars x 3 +1 Pupil/Parent/Staff questionnaire and conferencing
<b>Total budgeted cost</b>					£4,799
<b>Total expenditure</b>					£31,986

## 5. Review of expenditure

Academic year

2019-20

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.

### iv. Quality of teaching for all

v.

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?	Impact
Improve numbers of children reaching ARE at every level	Focus upon quality first teaching for all	EEF toolkit- re importance of effective feedback and metacognition strategies Marc Rowland	Regular modelling and monitoring of QFT by EB/LD/GW Through Coaching 15 Analysis of data	EB	At each data drop-3 x +1 year	EYFS 50% PP children reached GLD Y1 50% on track to pass phonics screen KS1 60% S ARE in R,W and M
Enhance behaviour for learning skills amongst all	Clarity of school rules Enhanced focus upon building positive relationships and use of positive language Focus upon restorative conversations	Evidence from 'When adults change' Paul Dix EEF – behaviour interventions	Modelling by whole school staff Positive praise through weekly celebration assembly Recognition boards Hot Chocolate Friday Through regular conversations with parents	EB	Informally on a weekly basis Analysis of class log Through weekly learning walks	<i>"You really listen to us and we've not had that before."</i> Year 2 parent <i>"It gives us such a boost when we hear positive things about our child; it is making a real difference to them and us!"</i> Year 6 parent <i>"Children get a hot chocolate for being the best person they can be – I think that is great that that gets noticed."</i> Year 4 child <i>"The clear, consistent message that all staff are conveying, combined with a learning environment that is improving every time I visit, this has a direct impact on the children and their behaviour for learning which is improving all the time."</i> Lisa Dadds, Head of Primary Education

**Total budgeted cost**

£22,450

### vi. Targeted support

vii.

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?	Impact
Raise standard of phonics knowledge	Embed R,W Inc across FS and KS1	National research has shown that RWI approach achieves successful results EEF toolkit re early literacy intervention	Through quality training of all staff Through regular monitoring of teaching and learning	RB	Termly data capture x6	EYFS phonics – all PP children showing progress (2/8 25%) YR 1 – (1/2 - 50%) expected to pass phonics screen (due to C19 see next year's results for details)
Raise standards and plug the gaps with identified children	Spelling Shed in school and at home Weekly oracy groups with KS2 Introduce Pupil Premium Champion Tracker	EEF- literacy interventions	Through training of all staff Monitoring of teaching and learning Regular assessments to identify progress Pupil Progress Meetings (PPM)	EB	Termly data capture x3 followed by PPM Termly review of PP tracker impact	Uptake of use of SpellingShed (started in T2 2019-2020) Data shows a mixed use of SpellingShed with not as much being used outside of school as we had hoped. Possible barrier is lack of access to tech. For PP children ensure more opportunities in school. See below regarding impact of KS2 oracy groups.
<b>Total budgeted cost</b>						£2286
<b>viii. Other approaches</b>						<b>ix.</b>
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?	Impact
Increase attendance of children and of community at school events	Use of Learning mentor, attendance officer and Traveller support to engage children and parents Open afternoons, school tours, meet the teacher etc.	Marc Rowland- understanding attitudes to learning and family engagement is vital for the success of PP spending	Importance of daily attendance phone call and produce leaflet re attendance. Through conversations with families and children Through attendance clinics both formally and informally	EB	Every term through analysing attendance data and looking for patterns	92.68% (2018-19) <b>95.5%</b> (2019-20) an increase of 2.82%
To increase the knowledge and use of oracy skills	Oracy skills through parliament and QFT KS2 interventions	Closing the vocabulary gap-Alex Quigley	Through on-going training to raise awareness and use oracy skills	EB	Termly data capture x 3	Sept 2019 (% secure in speaking and listening skills) July 2020 (% secure in speaking and listening skills)

	Whole staff training	EEF toolkit-use of oral language interventions				EYFS – 50% Yr 1 – 50% Yr 2 – 25% Yr 3 – 0% Yr 4 – 50% Yr 5 – 0% Yr 6 – 0%	EYFS – 100% Yr 1 – 50% Yr 2 – 100% Yr 3 – 100% Yr 4 – 50% Yr 5 – 33% Yr 6 – 100%
						<p><i>“The children in my class have become much more confident to speak in front of others, especially compared to the start of the year.” (KS2 teacher)</i></p> <p><i>“My child is using a wider range of words now than before.” (Year 3 parent)</i></p> <p><i>“I like how we have the chance to practice our talking and listening skills, we get to use them in class much more and then practice in front of the whole school in celebration assembly once a week.” (Year 6 pupil)</i></p>	
<b>Total budgeted cost</b>						LM time £942	
<b>Total expenditure</b>						£25,678 (Overspend £4326)	

## 6. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.  
 Our full strategy document can be found online at: [www.pawlettprimaryschool.co.uk](http://www.pawlettprimaryschool.co.uk)