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| **Pineham Barns Primary School Pupil Premium Strategy** | | | | | | |
| **Academic Year –** 2020 / 2021 | | Total Pupil Premium Budget - £23,500 | | | | |
| **Total Number of Pupils –** 228 | | Proposed internal review of this strategy – May 2021 | | | | |
| Number of pupils eligible for Pupil Premium (including Ever Six) – 34 pupils – 14.9% Pupil Premium | |  | | | | |
| **To ensure that 100% of pupils who receive Pupil Premium funding meet the expected score of 32 in Year One and the catch-up check in Year 2 86%.**  Rationale: To ensure that there is no difference between children receiving the Pupil Premium funding and others in regards to early reading and that pupils have the necessary knowledge and skills to be fluent and confident readers. | | | | | | |
| Success Criteria:  In Year One, 100% of children who receive Pupil Premium funding meet the expected score of 32 in the Academy Trust Phonics check.  In Year Two, 86% of children who receive Pupil Premium funding pass the catch-up phonics screening check in December 2020 | | | | | | |
| **In School Barriers** | | **External Barriers** | | | | |
| * New staff are not as effective in delivering high quality phonics. * School closures, due to COVID, impacting on the teaching of phonics. | | * Parents cannot support with the delivery of phonics at home – due to lack of understanding. * During Lockdown pupils don’t have access to relevant technology to access teaching. | | | | |
| Actions   * Regular 1:1 reading to support reading progress of our Pupil Premium children and encourage a love of reading. * Additional interventions to support specific children with phonics. * Regular monitoring of progress throughout the year, to target children effectively to ensure they are on track. Regular Pupil Progress meetings to ensure children are being targeted and are on track to make accelerated progress. * Lockdown – Online phonics provided and 1:1 sessions for children where necessary to support achievement. * Training of new staff where applicable. | | Actions   * Offer online parent workshops to be able to support their child at home with phonics. * Ensure the engagement of parents is high through personalised specific strategies to support their child at home with reading. Eg: meetings and regular communication with parents. * Provide parents with any additional resources required to support their child with phonics at home. Tablets provided to support families with online learning throughout the lockdown period. * That the teaching of phonics continues online during lockdown. * 1:1 and group interventions offered online. | | | | |
| **To ensure children in that all Pupil Premium children in Year Three receive additional personalised interventions in reading, writing and Maths to narrow the attainment gap and secure good progress.**  Rationale: That Pupil Premium children are able to catch-up following school closure and to ensure they continue to make progress with additional targeted support. | | | | | | |
| Success Criteria: The majority of children receiving the Pupil Premium funding leave Year Three making good progress or accelerated progress in reading, writing and Maths. | | | | | | |
| **In School Barriers** | | | **External Barriers** | | | |
| * Capacity to enable pupils to be targeted effectively through high quality interventions, impacting on delivery of additional interventions means that children are not targeted effectively. | | | * Parents not equipped with the knowledge and information to be able to support their child at home with reading, writing and Maths. * Pupils cannot access live lessons during lockdown | | | |
| Actions   * Monitoring of the teaching and learning across the curriculum. * Regular monitoring of progress throughout the year, to target children effectively to ensure they are on track. Regular Pupil Progress meetings to ensure children are being targeted and are on track to make accelerated progress. * Training and recruitment of an additional member of staff to provide additional capacity to target pupils effectively and ensure groupings are smaller. * Regular interventions to support children who receive the Pupil Premium funding to ensure they are reaching attainment targets. Teachers and additional staff are used to provide weekly targeted interventions in English and Maths. * Interventions and 1:1 sessions delivered throughout the lockdown period. | | Actions   * Offer online parent workshops to be able to provide parents with information of how to support their child at home with reading, writing and Maths. * Ensure the engagement of parents is high through personalised specific strategies to support their child at home with reading. Eg: meetings and regular communication with parents. * Provide parents with any additional resources required to support their child with lockdown learning at home – including tablets and laptops. * Reading online texts and Oxford Owls used to support reading sent directly to pupils. * Most vulnerable pupils invited into school during lockdown. | | | | |
| **To ensure that at least 80% of children in Year Four and Five are securely working at the expected standard or above in reading, writing and Maths and continue to make good progress.**  Rationale: The children will securely be working at the expected standard as expectations increase and children are required to catch-up following school closure and to ensure they continue to make progress. | | | | | | |
| Success Criteria: The majority of children receiving the Pupil Premium funding (80%) leave Year Four and Five at the expected standard with a proportion of pupils working at Greater Depth. | | | | | | |
| **In School Barriers** | | | **External Barriers** | | | |
| * Staffing of the Year group to support the varying needs of the pupils across the two year groups. * Delivery of interventions due to capacity of staff. | | | * Parents having strategies to support their child at home with reading, writing and Maths. * Pupils unable to access learning or interventions due to lack of equipment during lockdown. * Pupil Premium pupils being read with by adults at home regularly. | | | |
| Actions   * Additional interventions to support children with specific areas of the curriculum. With targeted interventions provided and 1:1 sessions. * Smaller groups created for Maths and reading based on data and progress. * Regular monitoring of progress throughout the year, to target children effectively and to ensure they are on track. * Staff Pupil Progress meetings to discuss the progress of the children. * Release teacher to work with children who receive the Pupil Premium funding on reading, writing or Maths targets. | | Actions   * Offer parent workshops to be able to support their child at home with reading, writing and Maths. Parent workshop in Maths has taken place – further workshops are planned after lockdown. * Reading has been encouraged and supported (Oxford Owls and Reading incentives). * Share individual targets with parents so they can support at home. These have been provided via: parent consultation meetings, termly reports and individual parent meetings. * Tablets provided and login details to ‘Oxford Owls’ Teacher reads to the class weekly online. * Discuss progress throughout the year with parents. * Online support and communication via phone provided during lockdown. * 1:1 and group online interventions and support provided during lockdown. | | | | |
| **To provide children who receive Pupil Premium funding with support to participate in additional** **opportunities to enrich their curriculum**. **Due to Covid 19, we are hoping that we can fulfil this objective from January 2021. In the interim, we are supporting our pupils with opportunities within the school day.**  Rationale: That all children have the same opportunities and are able to access all opportunities provided by the school both internally and externally. | | | | | | |
| Success Criteria: All children who receive Pupil Premium funding have the opportunity to attend additional enrichment activities. | | | | | | |
| Barriers:   * Lack of participation of pupil’s in enrichment activities on offer. * Pupils unable to attend clubs and activities due to childcare. * Parents unable to fund clubs and trips for their child. * Parents being unaware of clubs and trips available due to communication barriers. | | Actions   * Families are supported with the purchasing of uniform where appropriate/ needed. * Monitor and support Pupil Premium pupils with attendance of clubs * Pupil voice survey will be completed on return from lockdown to gauge interest in the range of clubs on offer. Pupils will then be encouraged and supported in attending these clubs. * Support families with the cost of external clubs or visitors. * Support families with uniform costs. * Provide funding to cover the costs of school trips. | | | | |
| **To ensure that the attendance of children who receive the Pupil Premium funding is in line with their peers.**  Rationale: Children who receive the funding are not at a disadvantagedue to their school attendance. | | | | | | |
| Success Criteria: The attendance of all children who receive Pupil Premium funding to be above 95% and in line with their peers. | | | | | | |
| Barriers:   * Working parents being able to drop off and pick up children on time. * Communication with parents to ensure parents are aware of expectations on attendance. * Pupils may have poor attendance or lateness due to having siblings at different schools. * Pupils not being confident or happy attending school. | | Actions:   * Support parents to be able to improve their child’s attendance and support where necessary and individual needs. Such as breakfast or after school club provision. * Monitor attendance of all pupil premium children regularly. * Share attendance with Governors. * Communicate with parents the importance of high attendance. * Communicate with parents and action letters to support individuals with attendance concerns. * Well-being clubs offered to pupils to support them with confidence and self-esteem. | | | | |
| **Covid 19: In the event of school or bubble closure, ensure that all Pupil Premium children can access online learning.**  Rationale: Children who receive the funding are able to access home learning during closure. | | | | | | |
| Success Criteria: All children who receive Pupil Premium funding engage with the home learning during school closures. | | | | | | |
| Barriers:   * Communication with parents during lockdown not being effective. * Pupils who receive the Pupil Premium funding may not have access to technology to be able to engage with home learning. * Attendance of Pupil Premium children falling during lockdown due to communication. | | Actions:   * Parents communicate with school if they require support accessing home learning. * Tablets and technical support are provided to families that need it. Phone calls are made to support pupils with engagement and attendance with online lessons. * Most vulnerable pupils invited into school. * Interventions and 1:1 sessions are provided online during lockdown. * Engagement and attendance are monitored daily and reported. Phone calls are made daily to parents to support. * Monitor engagement with the online learning platform for home learning. | | | | |
| **Desired Outcomes** | | | | | | |
| **Desired Outcome** | **Success Criteria** | **How will you ensure it is implemented well?** | | **Staff Lead** | **Review** | **Cost** |
| **To ensure that pupils who receive Pupil Premium funding receive the 32 point pass rate in Year One and 86% in the catch-up check in Year 2.** | In Year One, 100% of children who receive Pupil Premium funding meet the expected score of 32 in the Academy Trust Phonics check.  In Year Two, 86% of children who receive Pupil Premium funding pass the catch-up phonics screening check in December 2020. | * Track progress from Baseline assessment. * Monitoring additional interventions. * Pupil Progress Meetings. * Small teaching groups. * 1:1 interventions. * Governor monitoring. | | PF and Pupil Premium children Governor | Year 1 – Dec 2021  **Impact: (Feb)**  100% of Pupil Premium pupils have made good progress between Oct – Dec Ph0nics checks.  expected. (6)  **Impact: (Feb)**  Year 2 – Oct 2020 86% good progress.  71% PP At expected or above | Intervention 3 x a week  £300  Intervention 4 x a week until December  £120  1:1 Reading for 4 pupils 3 x a week  £810 |
| **To ensure children in that all Pupil Premium children in Year Three receive additional personalised interventions in reading, writing and Maths to narrow the attainment gap and secure good progress.**  . | The majority of children receiving the Pupil Premium funding leave Year Three making good or accelerated progress. | * Good to outstanding teaching and learning * Additional member of staff who is highly effective. * Monitor data at every assessment point and closely track progress. * Pupil Progress Meetings. * Monitor interventions in Year Three. * Governor monitoring. | | PF and Pupil -Premium children Governor | Every term at assessment points.  **Impact: (Feb)**  (6)Pupils:  83% PP AT – Maths  100% PP AT – Writing  50% good progress in Reading. | Estimates cost of staff salary for intervention and adult support:  £10,000. |
| **To ensure children in Year Four and Five are securely working at the expected standard or above in reading, writing and Maths and continue to make good progress.** | The majority of children receiving the Pupil Premium funding leave Year Four and Five at the expected standard with a proportion of pupils working at Greater Depth. | * Good to outstanding teaching and learning * Additional member of teaching staff who is highly effective. * Monitor data at every assessment point and closely track progress. * Pupil Progress Meetings. * Monitor interventions in Year Four/Five * Governor monitoring. * Year 4 writing closely monitored. | | PF and Pupil premium children Governor | Every term at assessment points.  **Impact: (Feb)**  **on track to make expected progress:**  Year4 (2)  Reading: 100%  Writing: 50%  Maths: 100%  Year 5 (3)  Reading: 100% 66% at GD  Writing: 100%  Maths: 66% | Estimates cost of staff salary for intervention and adult support:  £10,000. |
| **To provide children who receive Pupil Premium funding with support to participate in additional opportunities to enrich their curriculum.**  Additional funding to support the needs of individual Pupil Premium children. | All children who receive Pupil Premium funding have the opportunity to attend additional enrichment activities. | * Regular monitoring of attendance to additional activities on offer. * Monitor additional support provided. * Governor monitoring. | | PF and Pupil premium children Governor. | Termly  This academic year extra-curricular clubs have not been running.  Support with uniform has been provided.  Music lessons were organised for a Pupil Premium child. | £2,500  £480 for trips  £300 for uniform  £440 for clubs |
| **To ensure that the attendance of children who receive the Pupil Premium funding is in line with their peers.** | The attendance of all children who receive Pupil Premium funding is 95% or above. | * Regular communication with parents * Follow attendance procedures to tackle individuals * Support parents with attendance * Monitor attendance with Governors | | CS, PF and Governor | Monthly  **Impact: (Feb)**  Pupil Premium attendance of 95.4%. Including 27% with 100% attendance. | No cost allocated. |
| **Covid 19: In the event of school or bubble closure, ensure that all Pupil Premium children can access online learning.** | Children who receive the funding are able to access home learning during closure. | * Track engagement of pupils with home learning during closure. * Provide technology for those require access support. | | CS,PF and Governor | Every bubble / school closure.  **Impact: (Feb)**  All Pupil Premium children are able to access home learning with tablets and technology provided.  94% off PP pupils are engaging with online learning constantly – 6% are monitored and parents contacted daily.  All Pupil Premium pupils are receiving food vouchers weekly. | No cost allocated at this time. |
| **Review of Strategy June 2021** | | | | | | |