

## Pupil Premium Strategy 2020 – 2021 Neatishead

| 1. Summary information  |                              |                        |  |
|---|------------------------------|------------------------|--|
| <b>School</b>   | Neatishead VC Primary School |                        |  |
| <b>Academic Year</b>  | 2020-2021                    | <b>Total PP budget</b> | <b>Date of planned internal PP review</b> April 2021 |
|   |                              | £17,195                |  |
| Strategy Statement  |                              |                        |  |
| <p>The core approach of our Pupil Premium strategy is to deliver quality first teaching in the classroom, coupled with a curriculum designed around the needs of our pupils and in large part led by the pupils. We want all the children and adults to feel happy and safe and share a love of learning. We have high aspirations for ourselves and others so that we can all 'soar on wings'.</p> <p>The overall aim of our Pupil Premium strategy is to:</p> <ul style="list-style-type: none"> <li>• ensure full access to the curriculum for all our children, effectively identifying and meeting their individual needs.</li> <li>• continue to prioritise our supportive ethos which ably promotes inclusion.</li> <li>• 'level up' opportunities by lifting those barriers that we consider to have the biggest detrimental effect on our children.</li> <li>• build leaders at all levels who effectively and positively impact on educational, health and social outcomes</li> <li>• Ensure teachers, support staff and pupils benefit fully from quality first teaching.</li> </ul> |                              |                        |  |

| 2. Barriers to future attainment |   |
|----------------------------------|---|
| In-school barriers               |   |
| A.                               | Low starting points due to gaps in learning in children starting and moving into school |
| B.                               | Low self confidence   |
| C.                               | Developmental needs , some related to poor social and emotional wellbeing/resilience    |
| D.                               | Potentially challenging behaviour/attitudes   |
| External barriers                |   |
| E                                | Family Environmental Factors  |
| F                                | Parenting capacity/low aspiration and expectation                                       |
| G                                | Attendance  |
| 3. Desired outcomes              |   |
|                                  | <b>Outcomes</b>   |
|                                  | <b>Success criteria</b>   |

|              |   |   |
|--------------|---|---|
| <b>A.</b>    | Stronger progress   | Meeting age related or above expectations by May 2021<br>Meeting expected or stronger progress from starting points July 2021<br>Progress evident in books and through formative assessment<br>Pupils able to confidently give and receive feedback<br>100% lessons good or better<br>Effective targeted interventions using the Assess, Plan, Do, Review cycle   |
| <b>B.</b>    | Confident and independent learning behaviours   | Able to effectively self and peer assess<br>Able to constructively use and give feedback<br>Able to celebrate own effort and achievements<br>Fully engaging with lessons<br>Increased metacognitive skills<br>Taking ownership of school and home learning activities   |
| <b>C.</b>    | Full access to curricular and extracurricular activities with positive social integration | Pupils reporting feeling happy and safe<br>Sustainable friendships  |
| <b>D.</b>    | Behaviour/attitudes managed to reduce negative impact on own and others' learning         | Minimal incidents of negative behaviour recorded<br>Pupils consistently regulating emotions<br>Staff applying CPD<br>Pupils fully accessing curriculum with reasonable adjustments made to the curriculum as required<br>Strong pupil progress<br>Attainment and progress targets met and exceeded<br>Positive relationships sustained throughout the school community<br>Pupils have a particular interest or passion to share<br>Excellent attendance in line or above national averages<br>Effective partnership with other agencies<br>Work of SENCo and pastoral teams lowering barriers to learning at earliest stage |
| <b>E / F</b> | Parents and carers supported to focus on child's education, health and safety             | Effective parent partnership with increased focus on learning<br>Effective multi agency partnership<br>Systems in place for assess/plan/do/review cycles and for identifying difficulties at an early stage<br>Improved home learning environment<br>Parents and pupils supported with access to IT   |
| <b>G</b>     | Improve and sustain excellent attendance  | 96% or above attendance<br>Persistent absence below national average<br>Parents fully accountable for attendance<br>Effective school incentive strategies   |

| 4. Planned expenditure   |   |  |  |   |  |
|--|---|--|--|---|--|
| Academic year  |   | 2020-2021  |  |   |  |
| 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?   |
| <b>Stronger progress</b>   | <p>Quality first teaching/retaining outstanding class teachers</p> <p>Appointment of a teacher to cover leadership time selected for enrichment for reading for pleasure</p> <p>CPD for support staff focussed on pedagogy</p> <p>Volunteer programme</p> <p>Specialist teachers</p> <p>Targeted interventions</p>              | <p>Meta-cognition and self-regulation approaches (sometimes known as 'learning to learn' approaches) aim to help learners think about their own learning more explicitly. High impact with very low cost</p> <p>Individualising instruction and planning involves providing different tasks for each learner and support at the individual level. Moderate impact for low cost. (Education Endowment Foundation)</p>   | <p>Lesson Observations</p> <p>Pupil Perception surveys</p> <p>Pupil Progress monitoring</p> <p>Appraisal</p> <p>INSET</p> <p>Resourced</p> <p>Current Provision tables and intervention records</p> <p>Pupil Progress tracking</p> | <p>Assessment Teachers</p> <p>Pupil Progress JC/LD/SR</p> <p>Appraisal JC</p> <p>SENDCo SR</p> <p>Planning Teachers</p> | <p>Half termly pupil progress reviews</p> <p>Appraisals Oct/ Feb/May</p> <p>Lesson Observations Termly</p> |
| <b>Confident and independent learning behaviours</b>   | <p>SEMH activities and approach</p> <p>Support to participate in extracurricular activities and visits</p> <p>High quality feedback</p> <p>Personalised planning</p> <p>Support with self and peer assessment</p> <p>Access to gardening and outdoor learning as part of the curriculum design to develop positive learning</p> | <p>Collaborative learning done well is of moderate impact with low cost Approaches which promote talk and interaction between learners tend to result in the best gains</p> <p>Feedback is of high impact for low cost. Feedback redirects or refocuses either the teacher's or the learner's actions to achieve a goal, by aligning effort and activity with an outcome. It can be about the learning activity itself, about the process of activity, about the student's management of their learning or self-regulation or (the least effective) about them as individuals. This feedback can be verbal, written, or can be given through tests or via digital technology. It can come from a teacher or someone taking a</p> | <p>Book Scrutiny</p> <p>Celebration of achievements</p> <p>Good parent partnership</p> <p>Pupil Perception</p> <p>Lesson Observation</p> <p>Leuven/Boxall screening</p> <p>INSET</p> <p>Resourced</p>                              | <p>Monitoring SLT and Goves</p> <p>Boxall SR</p> <p>APDR SR</p>   | <p>Half termly pupils progress reviews</p> <p>Appraisal reviews</p> <p>Pupil Perception</p>                |

|   |   |  |   |  |   |
|---|---|--|---|--|---|
| <p><b>Full access to curricular and extracurricular activities with positive social integration</b></p> <p><b>Behaviour /attitudes managed to reduce negative impact on own and others' learning</b></p> <p><b>Parents and carers supported to get back on track with a focus on child's education, health and safety</b></p> | <p>THRIVE approach<br/>Pupil and Family Support<br/>Metacognitive classrooms<br/>Support to access extracurricular activities<br/>Creative curriculum planning<br/>Designated roles and responsibilities for pupils<br/>Regular CPD for all staff<br/>re inclusion<br/>Transition / joint working between pre school/school<br/>Systems in place for early Intervention<br/>Assess plan do review approach to supporting and monitoring intervention and support<br/>Partnership with other agencies<br/>High quality visits and visitors</p> | <p>On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average).Although SEL interventions almost always improve emotional or attitudinal outcomes, not all interventions are equally effective at raising attainment. Improvements appear more likely when approaches are embedded into routine educational practices, and supported by professional development and training for staff. In addition, the implementation of the programme and the degree to which teachers are committed to the approach appear to be important.SEL programmes appear to benefit disadvantaged or low-attaining pupils more than other pupils, though all pupils benefit on average. Approaches have been found to be effective from nursery to secondary school.</p> <p>There is evidence that working with CAs can lead to improvements in pupils' attitudes, and also to positive effects in terms of teacher morale and reduced stress. Research which focuses on classroom assistants who provide one to one or small group support shows a stronger positive benefit of between three and five additional months on average (EEF)</p> <p>Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. However, estimated benefits vary widely across the categories of programme described above. Effect sizes are larger for targeted interventions matched to specific students with particular needs or behavioural issues, than for universal interventions or whole school strategies. School-level behaviour approaches are often associated with improvements in attainment, but the evidence of a causal link to learning is lacking. Approaches such as improving teachers' behaviour management and pupils' cognitive and social skills seem to be equally effective. (EEF)</p> <p>Parental and community involvement programmes are often associated with reported improvements in school ethos or discipline and so are worth considering as alternatives to direct behaviour interventions. (EEF)</p> | <p>Lueven / Boxall Reviews<br/>Parental satisfaction<br/>Pupil feedback<br/>Appraisal Reviews<br/>Governor monitoring<br/>Training logs<br/>Pupil Progress meetings<br/>PAFS meetings<br/>School data<br/>Agency feedback<br/>Provision tables/intervention records<br/>Structured Conversations<br/>Multi agency reports and recommendations</p> | <p>LD<br/>JC<br/>Team<br/>JC<br/>RB<br/>HC<br/>JC/LD<br/>Teachers<br/>JC<br/>Team<br/>Teachers</p> | <p>Annual surveys<br/>JC</p> <p>Termly Appraisals<br/>JC</p> <p>Half Termly pupil progress Teachers/JC</p> <p>Regular updates/reviews with outside agencies<br/>LD/SR</p> <p>Timetabled structured conversations feedback/analysis<br/>LD/JC</p> <p>PAFS half termly<br/>JC/SR/LD</p> <p>SEND monitoring<br/>SR</p> <p>Pupil Asset termly</p> |
|---|---|--|---|--|---|

|  |  |  |  |  |          |
|--|--|--|--|--|----------|
|  |  |  |  |  | Teachers |
|--|--|--|--|--|----------|

|                   |   |  |  |                    |                                |
|-------------------|---|--|--|--------------------|--------------------------------|
| <b>Attendance</b> | Early Intervention<br>First day calling<br>FPN Policy/Increase parental accountability<br>Careful use of language related to holidays in term time<br>Liaise with High School<br>High quality early years setting and transition to set solid foundation<br>Attendance Race<br>Attendance priority awareness raising<br>Use of Inclusion team/attendance duty | Evidence suggests that early years and pre-school intervention is beneficial. On average, early years interventions have an impact of five additional months' progress, and appear to be particularly beneficial for children from low income families (EEF) | Attendance monitoring and reporting – pupil asset<br><br>Governor monitoring<br><br>Attendance Officer | JC LD HC<br><br>JG | HT reports to governors termly |
|-------------------|---|--|--|--------------------|--------------------------------|

### ii. Targeted support

The progress, attainment and wellbeing of individual pupil premium children and other vulnerable groups will be focussed on as an essential part of weekly staff meetings between the headteacher and individual teachers. Support will also be provided through SENCo, Pastoral Lead, EPSS, Children Services, Designated Safeguarding Leads, Assessment Lead and Governors. Data informs appraisal, provision mapping, self-evaluation, school improvement planning and feedback to parents and agencies. Support aims to be dynamic and relevant to the needs of individuals and groups at all times. The school aims to sustain a 'team around the child' approach.

### iii. Other approaches

|  | <b>Chosen action/approach</b>                            | <b>How will you ensure it is implemented well?</b>  | <b>Staff lead</b>                         | <b>When will you review implementation?</b> |
|--|--|---|---|---|
|  | Rigorous pupil progress monitoring and feedback to staff | Timetabled Pupil progress meetings<br>Weekly peer support in staff meetings related to pupil progress<br>Develop peer coaching<br>Monitoring from Quality of Education Committee (Govs)                       | JC/LD<br>JG                               | Half termly                                 |
|  | Pupil and Family Support<br>SEND                         | Standard agenda items for staff meetings<br>PAFS summaries for individual children shared with all staff<br>Clear Assess/Plan/Do/Review plans shared with all staff<br>Monitoring from Ethos committee (govs) | JC LD AM<br>VM SR<br>LD AM VM<br>SR<br>JG | Weekly<br>Half termly update                |
|  | Celebratory solutions focussed ethos<br>Growth Mindset   | THRIVE approach<br>Growth Mind set approach<br>Metacognitive classrooms<br>Application of Blooms taxonomy<br>Embed core values<br>'Children first'  | ALL                                       | ongoing                                     |

|  |  |   |  |  |
|--|--|---|--|--|
|  |  | Parent partnership<br>Celebration assemblies/events<br>Strong pupil voice |  |  |
|--|--|---|--|--|

| <b>5. Key Expenditure / Allocation of PP Grant</b> |               |
|--|---------------|
| Specialist Maths teacher 15 sessions for 5.5 hours | £ 900         |
| Educational Visits                                 | £ 100         |
| % Leadership JC                                    | £3000         |
| % Leadership LD                                    | £2000         |
| Additional teacher/ enrichment EY and Y1 JT        | £6000         |
| HLTA intervention TA                               | £1000         |
| EPSS   | £2500         |
| Targeted support for individuals                   | £ 500         |
| % supply cover to support CPD and targeted work    | £1000         |
| Training   | £ 200         |
| Total  | <b>£17200</b> |