

Percy Main Primary School Pupil Premium Strategy 2020 – 2021

1. <u>Summary Information</u>					
School	Percy Main Primary School				
Academic Year	2020-2021	Total PP budget	£131,105	Date of most recent PP Review	November 2020
Total number of pupils	171 (Plus 23 in Nursery, 8 in Rainbows)	Number of pupils eligible for PP	FSM6 82 Post LAC 10	Date for next internal review of this strategy	September 2021

2. <u>Current Attainment</u>		
Based on the cohort 2018 – 2019 (no change in last SATs data due to Covid)	<i><u>Pupils eligible for PP 15 (school) children 48%</u></i> <i>(National Average)</i>	<i><u>Pupils not eligible for PP (school) 16 children 52%</u></i> <i>(National Average)</i>
% achieving expected standard or above in reading, writing & maths RWM Combined (overall 38%)	<u>33%</u> (51%)	<u>41%</u> (70%)
% achieving expected standard or above in reading (overall 44%)	<u>33%</u> (62%)	<u>53%</u> (78%)
% achieving expected standard or above in writing (overall 66%)	<u>53%</u> (68%)	<u>76%</u> (83%)
% achieving expected standard or above in grammar, punctuation and spelling (overall 59%)	<u>60%</u> (68%)	<u>59%</u> (83%)
% achieving expected standard or above in maths (overall 59%)	<u>53%</u> (68%)	<u>76%</u> (83%)

3. 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.	<p>School Context of Deprivation: Our school context of deprivation means that there are a large number of families facing social and economic challenge. Our school deprivation indicator (IDACI) is 0.5 (decile 1). We have an IMD of 1 (score: 50.1). 83% of our pupils live in decile 1 and in the most deprived areas nationally. 92% of pupils live in the 20% most deprived areas nationally. 79/91 PP Pupils live in decile 1.</p>
B.	<p>Social Care Needs: Our school has a large number of families supported historically or currently by outside agencies including social care and family support workers. Many of our families need support from school to help them to address their needs and to support their children's learning. Many of our children do not receive frequent parental support with reading, homework and school activities. A large group of children often present with other vulnerabilities and require emotional support. Many have an unsettled home life and experience early childhood trauma. We have 3 members of staff in school who are fully trained to be designated leads in the area of safeguarding and child protection. 12% of Pupil Premium children have social care support.</p>
C.	<p>Attainment on Entry: Children starting at PMPS are working below ARE with 100% of the cohort working below or within 22-36m in the Prime and Specific areas in the Nursery setting. A small proportion of pupils are significantly below what is typical for their age, working at 16-22 months or below. This is lower again for the children working in our 2yr provision, a 16 place fully funded provision for our most disadvantaged families. Within this setting 100% of the children, on entry, are working below 8-12 months. It is essential that such low starting points, especially within the Prime areas, be addressed early so it does not impact too greatly on progress in other areas of the curriculum. Children present with extremely poor oral language skills. SALT screening for every child shows that for the majority of children whilst they may be able to verbally communicate, they are often working at a maximum of 3 - 4 word level and this is the same for understanding instructions. On average there are always at least 2 children each year who start the Nursery non verbal and who require immediate support. Children have often had fewer social and educational experiences prior to coming to Nursery and this has been heightened this academic year due to the pandemic.</p>
D.	<p>Behavioural, Mental and Social health and wellbeing needs: Many of our children and families have challenges with routines, parenting capacity, mental health, and managing emotions.</p>
E.	<p>Quality first teaching in school: During the period 2017 – 2018 7 teachers left school, plus one experienced HLTA and TA. A further teacher left in the academic year 2018 -2019. Difficulties stabilising staff continued throughout the year 2018 – 2019, which impacted on quality first teaching in school.</p>
F.	<p>SEND: 74/202 37% of our pupils are SEND 66% of PP have SEND The greatest area of need is social, emotional and mental health needs and this can represent a significant barrier to learning. There are currently 19 pupils with an EHCP and a further application in progress. 74% of children with EHCPs are PP (14/19)</p>
G.	<p>Covid-19 Pandemic: School closed to the majority of pupils in March 2020. Whilst home learning was provided, engagement with this varied between many of our PP families. The reasons for this varied across families but there has been an inevitable impact on learning.</p>

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

H.	<p>Attendance: Whilst attendance figures for 2019 – 2020 are only available until March, is good the gap between PP is 3.8 non pp 3.6. Pa pp 7.2 non pp 6.0 Further concerns for 2020 – 2021 include the requirement to isolate for a period of up to 14 days in accordance with Covid-19 guidance which will also impact on attendance and learning. If isolating, PP children will be prioritised for devices to be on loan from school to access home learning.</p>
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4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve attainment and progress in reading, writing, maths and GPS in our current Y6 class for pupils eligible for PP, including more able disadvantage pupils. (Our current Y6 class has a 48% FSM6 entitlement).	Pupils eligible for PP in Y6 make rapid progress so that most pupils eligible for PP have made at least good progress from their starting points.
B.	Continue to improve attainment and progress in reading, writing and maths across the school for pupils eligible for PP, including more able disadvantaged pupils. % PP Pupils Year 1: 65% Year 2: 52% Year 3: 47% Year 4: 57% Year 5: 43%	Pupils eligible for PP across the school make rapid progress so that most pupils eligible for PP meet age related expectations at key benchmarks and all have made at least good progress from their starting points.
C.	Ensure teaching and learning throughout school is at least good with an increasing proportion outstanding, improving outcomes for all PP pupils including those with identified SND needs.	Teaching, learning and assessment across the school will continue to be at least good ensuring an increasing majority of PP pupils across the school will meet age related expectations. All will have made at least good progress from their starting points.
D.	Improve the proportion of PP pupils who achieve the expected standard in Phonics Screen Check in both Year 2 (December 2020) and Year 1 (June 2021)	The proportion of PP pupils in Year 2 (December 2020) and Year 1 (June 2021) achieving the expected standard in the Phonic Screen closes the gap to national average. Progress data for those who do not achieve the expected standard indicate good progress was made.
E	Children's mental health and wellbeing is high priority throughout the school. Ensure that our provision to effectively support the increasing SEMH needs of PP pupils is strengthened further.	Pupils with SEMH needs are supported through Thrive/Counselling/Outreach/Social skills groups. Safeguarding and SEMH remain a strength of the school.
F.	Maintain high levels of family support for our families and community is high priority. Increase attendance rates for all PP pupils ensuring a reduction in the number of PP pupils who are persistently absent.	Overall attendance rates for PP pupils increase so they are closer to national. There is a significant reduction in the number of PP pupils who are persistently absent.

5. 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

<u>Desired outcome</u>	<u>Chosen action / approach</u>	<u>What is the evidence and rationale for this choice?</u>	<u>How will you ensure it is implemented well?</u>	<u>Staff lead</u>	<u>When will you review implementation?</u>	<u>Cost</u>
<p>A.</p> <p>Improve attainment and progress in reading, writing, maths and GPS in our current Y6 class for pupils eligible for PP, including more able disadvantaged pupils.</p>	<p>Ensure high quality T&L in Y6</p> <p>Full time experienced TA</p> <p>Additional experience teacher in class 4 afternoons and 1 day</p> <p>See further actions in section B</p>	<p>2019 KS2 data shows a disadvantage Gap of -20% reading, -23% writing, -33% maths with a combined -11% gap.</p> <p>Scales scores were -4.4 reading, -2.9 SPAG and -2.9 maths.</p> <p>Our 3 year trend also shows that PP ch do not perform as well as our Non PP children over the past 3 years in RWM and PP was below national in 2018</p>	<p>Regular lesson observations on key focus areas.</p> <p>Regular focused learning walks and drop-ins by Acting Headteacher/AHT.</p> <p>Regular book scrutinies.</p> <p>Regular moderation of pupils' work in school and externally.</p> <p>Termly data input and analysis.</p> <p>Termly pupil progress meetings with the Acting Headteacher/AHT</p> <p>Governor monitoring</p> <p>Pupil intervention plans</p>	<p>KT/RG/RR/MM/BJ</p>	<p>½ Termly pupil progress meetings with Acting headteacher/AHT</p> <p>Termly data input and analysis</p> <p>Termly pupil progress meetings with pupils</p> <p>Performance management meetings and reviews</p> <p>July 2021 final review</p>	<p>Full time experienced TA £14,420</p> <p>Additional experience teacher in class 4 afternoons and 1 day £32,771</p>

<p>B.</p> <p>Continue to improve attainment and progress in reading, writing and maths across the school for pupils eligible for PP, including more able disadvantaged pupils</p>	<p>Ensure high quality T&L by all class teachers. TA in each class, (2TAs in classes with children who have EHCPs)</p> <p>Focus on a Mastery approach to Maths throughout all phases with the principles of this approach beginning to impact in all year groups through related CPD.</p> <p>Reading intervention key priority to rapidly close the gaps in reading attainment. PM Benchmark training for all staff</p> <p>Accelerated Reader embedded to foster a love of reading as well as increase the number of books children are reading whilst impacting positively on comprehension skills. Increase quantity and quality of fiction and nonfiction books available, including for more able and low attainers in each year group</p> <p>Copies of Talk for Writing Fiction and Non-fiction teaching manuals for all staff</p>	<p>2019 KS2 data shows a disadvantage Gap of -20% reading, -23% writing, -33% maths with a combined -11% gap. Scales scores were -4.4 reading, -2.9 SPAG and -2.9 maths.</p> <p>Our 3 year trend also shows that PP children do not perform as well as our Non PP children over the past 3 years in RWM and PP was below national in 2018</p> <p>In Ks1 RWM combined 43% PP met the standard compared to a national figure of 50%</p>	<p>Regular lesson observations on key focus areas.</p> <p>Regular focused learning walks and drop-ins by Headteacher, AHT Regular book scrutinies.</p> <p>Regular moderation of pupils' work in school and externally.</p> <p>Termly data input and analysis.</p> <p>Termly pupil progress meetings with the Headteacher.</p> <p>Governor monitoring</p> <p>Pupil intervention plans</p>	<p>KT RG CW</p>	<p>½ Termly pupil progress meetings with Headteacher</p> <p>Termly data input and analysis</p> <p>Termly pupil progress meetings with pupils</p> <p>July 2021 final review</p>	<p>Year 2 EHCP TA 325hrs per week £20,787</p> <p>Year 5 TA 12.5hrs per week £8,209</p> <p>Accelerated Reader £402</p> <p>Talk for Writing £245</p>
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<p>C.</p> <p>Ensure teaching and learning throughout school is at least good with an increasing proportion outstanding, improving outcomes for all PP pupils including those with identified SND needs.</p>	<p>Maintain focused leadership and management time to continue to drive standards across the school.</p> <p>CPD training of staff to impact on teaching and learning, for example: guided reading training, Year group LA run courses</p>	<p>2019 KS2 data shows a disadvantage Gap of -20% reading, -23% writing, -33% maths with a combined -11% gap. Scales scores were -4.4 reading, -2.9 SPAG and -2.9 maths.</p> <p>Our 3 year trend also shows that PP ch do not perform as well as our Non PP children over the past 3 years in RWM and PP was below national in 2018</p> <p>In Ks1 RWM combined 43% PP met the standard compared to a national figure of 50%</p>	<p>Regular lesson observations on key focus areas.</p> <p>Regular focused learning walks and drop-ins by Headteacher, AHT</p> <p>Regular book scrutinies.</p> <p>Regular moderation of pupils' work in school and externally.</p> <p>Termly data input and analysis.</p> <p>½ Termly pupil progress meetings with the Headteacher/AHT</p> <p>Targeted CPD linked to individual staff needs, performance management and whole school development areas.</p> <p>Governor monitoring</p>	<p>RB, KT, JM. RG</p>	<p>Termly data input and analysis</p> <p>Termly monitoring calendar and T&L impact summary</p> <p>Performance Management midterm reviews (March 2020) and final reviews (Oct 2021)</p> <p>CPD overviews and analysis</p> <p>July 2020 final review</p>	<p>Year Group CPD £720</p>
<p><u>Total budgeted cost</u></p>						<p>£77,554</p>

ii. Targeted support

<u>Desired outcome</u>	<u>Chosen action / approach</u>	<u>What is the evidence and rationale for this choice?</u>	<u>How will you ensure it is implemented well?</u>	<u>Staff lead</u>	<u>When will you review implementation?</u>	<u>Cost</u>
<p>A. Improve attainment and progress in reading, writing, maths and GPS in our current Y6 class for pupils eligible for PP, including more able disadvantaged pupils.</p>	<p>Additional experienced Teacher working in class 4 afternoons and 1 full day to provide additional support for PP pupils (part funded by pupil premium).</p> <p>Catch up/keep up lessons by teacher and TA including for more able, disadvantaged pupils.</p> <p>See additional actions in section B</p>	<p>2019 KS2 data shows a disadvantage Gap of -20% reading, -23% writing, -33% maths with a combined -11% gap. Scales scores were -4.4 reading, -2.9 SPAG and -2.9 maths.</p> <p>Our 3 year trend also shows that PP ch do not perform as well as our Non PP children over the past 3 years in RWM and PP was below national in 2018</p> <p>In Ks1 RWM combined 43% PP met the standard compared to a national figure of 50%</p>	<p>Focused Leadership and Management time for AHT to drive standards and impact on teaching and learning.</p> <p>Regular lesson observations on key focus areas.</p> <p>Regular focused learning walks and drop-ins by Headteacher.</p> <p>Regular book scrutinies.</p> <p>Regular moderation of pupils' work in school and externally.</p> <p>Termly data input and analysis.</p> <p>Termly pupil progress meetings with the Headteacher.</p> <p>Termly pupil progress meetings with the class teacher and all pupils individually.</p> <p>Governor monitoring</p>	<p>KT/RG /RR/M M/BJ</p>	<p>½ Termly pupil progress meetings with Headteacher/AHT</p> <p>Termly data input and analysis</p> <p>Termly pupil progress meetings with pupils</p> <p>July 2020 final review</p>	<p>See i.A.</p> <p>Catch Up Keep Up staffing £23,309</p>

<p>B. Continue to improve attainment and progress in reading, writing and maths across the school for pupils eligible for PP, including more able disadvantaged pupils</p>	<p>Continue to implement targeted booster sessions throughout all phases, including for more able, disadvantaged pupils.</p> <p>Precision Teach training led by Educational Psychology Service</p> <p>Involvement in Number Talks training and project</p> <p>Maintain 1 TA per class to support teaching and learning across KS1 and into KS2, providing additional support for literacy and numeracy sessions as well as delivering targeted intervention programs including Nelli, RWI 1:1 program, Fresh Start, specific speech and language programmes, Over and Over, Precision Teach and dyslexia programmes</p> <p>Percy Penguin Provision supporting children with SEMH needs (part funded by PP)</p>	<p>2019 KS2 data shows a disadvantage Gap of -20% reading, -23% writing, -33% maths with a combined -11% gap.</p> <p>Scales scores were -4.4 reading, -2.9 SPAG and -2.9 maths.</p> <p>Our 3 year trend also shows that PP ch do not perform as well as our Non PP children over the past 3 years in RWM and PP was below national in 2018</p> <p>In Ks1 RWM combined 43% PP met the standard compared to a national figure of 50%</p>	<p>Regular lesson observations on key focus areas.</p> <p>Regular focused learning walks and drop-ins by Headteacher and AHT</p> <p>Regular book scrutinies.</p> <p>Regular moderation of pupils' work in school and externally.</p> <p>TA Intervention logs</p> <p>Termly data input and analysis.</p> <p>½ Termly pupil progress meetings with the Headteacher/AHT</p> <p>Termly pupil progress meetings with the class teacher and all pupils individually.</p> <p>Governor monitoring (termly by assessment and data governor linked to achievement and regular visits by PP Governor)</p>	<p>KT/RG /CW</p>	<p>½ Termly pupil progress meetings with Headteacher/AHT</p> <p>Termly data input and analysis</p> <p>Termly pupil progress meetings with pupils</p> <p>July 2021 final review</p>	<p>Precision Teach training £230</p> <p>Number Talks £50</p> <p>RWI £210</p> <p>Fresh Start £299</p> <p>Neli £375</p>
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<p>C.</p> <p>Improve the proportion of PP pupils who achieve the expected standard in Phonics Screen. Check in both Year 2 (December 2020) and Year 1 (June 2021)</p>	<p>Purchase of YARC to identify SEN reading gaps and progress.</p> <p>Purchase Fresh Start reading materials to replace RWI as in intervention in KS2</p> <p>Y3 and Y4 TAs to receive BR@P training and resources bought</p> <p>Training for all staff in understanding diagnostic tests & identifying appropriate interventions</p> <p>Additional TA support in Y2 (part PP funded)</p>				<p>YARC diagnostic £300</p> <p>BR@P Training £600</p>
<p>Total Budgeted Cost</p>					<p>£25,373</p>

iii. Other Approaches

<u>Desired outcome</u>	<u>Chosen action / approach</u>	<u>What is the evidence and rationale for this choice?</u>	<u>How will you ensure it is implemented well?</u>	<u>Staff lead</u>	<u>When will you review implementation?</u>	<u>Cost</u>
Ensure that our provision to effectively support the increasing SEMH needs of PP pupils is strengthened further.	<p>Maintain licences for 3 Thrive practitioners including subscription for Thrive online assessment</p> <p>Set up an additional Thrive space</p> <p>Areas in each class resourced for self-regulation</p> <p>Two staff trained to be Mental Health First Aiders</p> <p>Consider engaging the services of Next Steps Counselling</p> <p>Talkabout series training, resources then intervention. All TAs trained</p> <p>Continue to access support from external agencies e.g. Silverdale Outreach/YOLO</p> <p>Maintain Percy Penguin Provision with a high staff to child ratio</p>	Ensuring the pupils are able to access the support necessary to effectively manage their social, emotional and mental health needs is essential in ensuring they are able to learn within the classroom.	<p>CPD</p> <p>Additional resources for Thrive room</p> <p>CPOMS information</p> <p>Thrive profile scores</p> <p>TA intervention logs</p> <p>Pupil individual learning plans/group provision reviews</p>	JL KT RG DK	<p>CPOMS – monthly</p> <p>Weekly checks of TA logs</p> <p>½ termly PP meetings</p> <p>Thrive re-profiles approx. once per term</p>	<p>Thrive Practitioners £18,650</p> <p>Thrive License £717</p> <p>£450 class resourcing</p>

<p>Maintain high levels of attendance.</p> <p>To continue to maintain high levels of family support for our families and community</p>	<p>Liaison worker to support vulnerable families. Parent liaison and SENCO to attend thrive training and implement programme in school with PP children. Implement the parent lounge and ready for school programme for our 2yo provision.</p>					
<p>Increase attendance rates for all PP pupils ensuring a reduction in the number of PP pupils who are persistently absent.</p>	<p>Continue to employ parent liaison worker to support vulnerable families.</p> <p>Provide a free Breakfast Club so children are in school and able to be attentive in lessons</p> <p>Improving attendance, a focus for leadership and management</p> <ul style="list-style-type: none"> • Increased Admin hours through recruitment of an Apprentice • First Day response to absences • Collate attendance data • Issue warning letters as well as improved attendance and punctuality letters 	<p>Our popular free Breakfast Club runs from 8.15 – 8.45 with 3 members of staff, positively impacting on punctuality as well as ensuring children are fed and ready to learn when lessons start.</p> <p>Raising the profile of attendance throughout the school as well as immediate first day response, highlights to parents the importance of being in school, on time every day</p> <p>All 2 year olds have an EHA completed on entry to acknowledge needs and recognise additional support that may be needed.</p>	<p>Attendance to remain above 96% for all groups of pupils Parents will take part in supportive services inc ready to go, Solihull online, citizens advice workshops etc.</p> <p>First Day Response</p> <p>Letters issued</p> <p>Attendance figures in newsletters/displayed in the hall to share with children</p>	<p>JL KT RG DK RS</p>	<p>Monthly analysis</p>	<p>Breakfast Club Staffing £8,396</p>
<p>Total budgeted cost</p>					<p>£28,213</p>	
<p>Total</p>					<p>£131,140</p>	