

Two Rivers CofE primary School - Pupil premium strategy 2020-2021

Summary information					
School	Two Rivers CofE Primary School				
Academic Year	2020-2021	Total PP budget	£1345 per PP pupil = £4035	Date of most recent PP Review	-
Total number of pupils	16	Number of pupils eligible for PP/FSM	EYFS – 3 PP (+1 after census)	Date for next internal review of this strategy	March 2021

Rationale	
<ul style="list-style-type: none"> In order to address the challenge of ‘diminishing differences’ for socially disadvantaged pupils the school will publish on www.tworiversschool.org.uk information specifying how we have used the Pupil Premium Grant to close the attainment gap. All activities funded by the pupil premium grants are aimed at every area of the children’s development, and are targeted to accelerate progress over time, swiftly move children’s attainment to their age related expectation or beyond, and rapidly reduce the possibility of those children falling behind their peers. It is also used for targeting children who may need social and emotional support. We base our spending on current research. Please see The Education Endowment Foundation’s (2019) https://educationendowmentfoundation.org.uk/evidence-summaries/pupil-premium-guide/ and https://educationendowmentfoundation.org.uk/public/files/Toolkit/complete/EEF-Teaching-Learning-Toolkit-July-2018.pdf This document evaluates a range of strategies that can be employed to ‘remove the barriers to learning’, raise attainment and improve progress and assesses their cost effectiveness. We allocate the Pupil Premium funding to support any pupil or groups of pupils the school identifies as needing help either academically or through enrichment. This means that children who are not PP eligible may also benefit from early intervention. Pupil premium funding is allocated following a needs analysis which will identify priority year groups or individual children. Limited resources mean that not all children receiving free school meals will be in receipt of pupil premium interventions at one time. 	

Current attainment N/A				
	All pupils	National	Pupils eligible for PP(%)	Pupils not eligible for PP (%)
% achieving expected or above in reading, writing and maths at KS1 2020				
% achieving expected in reading KS1				
% achieving expected in writing KS1				
% achieving expected in maths KS1				
% achieving Greater Depth in reading, writing and maths at KS1				
% achieving Greater Depth in reading at KS1				
% achieving Greater Depth in writing at KS1				
% achieving Greater Depth in maths at KS1				
Reading progress score				
Writing progress score				
Maths progress score				
% achieving in phonics Y1				
EYFS Good Level of Development				

1. 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.	Some children have low attendance resulting from family members or themselves self-isolating due to Covid-19. This means that significant amounts of education have been missed, impacting on progress and attainment.		
B.	Language development to be targeted across the school; through sharing and displaying examples of high quality work, topic word banks and planning for structured talk.		
C.	Covid-19 has meant that some children may not have attended pre-school for five and half months. They may have also had reduced access to blended learning at home and so we need to ensure both well-being and the gaps in learning that may have arisen are addressed.		
External barriers (issues which also require action outside school, such as low attendance rates)			
D.	Key families need considerable support to improve attendance and punctuality.		
E.	Access to Technology resources and the internet to enhance home learning and interaction with school –Tapestry		
F.	Pupils' experiences and lack of opportunity for enrichment outside of school can place a ceiling on their potential		
G.			
2. Desired outcomes			
	<i>Desired outcomes</i>	<i>Strategy and how they will be measured (success criteria)</i>	<i>Impact measure & outcome RAG; R=not achieved, A=partially achieved, G=fully achieved)</i> Interim review in February 2021
A. Low attendance due to covid isolating restrictions – impact on pupil progress	<ul style="list-style-type: none"> Children have good attendance and access all learning opportunities and interventions – this includes arriving to school on time. Children and families engage with home learning and provide evidence of this learning using Tapestry. 	Strategy: <ul style="list-style-type: none"> Conversations with parents and communication about the impact of low attendance on learning. Supporting parents with home learning for children at home such as virtual lessons where appropriate. Success: Parent feedback, increased attendance, pupil progress ladders on INSIGHT.	
B. Language development	<ul style="list-style-type: none"> Children to develop a vocabulary that demonstrates exposure to high quality teaching, vocabulary rich texts when both speaking and writing. 	Strategy: <ul style="list-style-type: none"> Read, Write Inc used to teach phonics Text based English curriculum to immerse children in books Daily reading opportunities Reading evidence recorded on Tapestry Wellcomm Success: Pupil voice shows children have a good vocabulary and can talk about their leaning. Children are ambitious with the words they try to use in their speaking and writing.	

<p>C. Blended learning</p>	<ul style="list-style-type: none"> Children will feel happy coming to school and being at school. They know that the adults will support them in their learning and they make the expected levels of progress. 	<p>Strategy:</p> <ul style="list-style-type: none"> Ensure that parents are kept informed and updated about children’s wellbeing and success in school. Engagement with Tapestry with a good understanding of their child’s learning, development and next steps Accurate, ongoing assessment used to plan next steps and intervention used to support progress. <p>Success: Parental engagement with Tapestry, happy children, progress ladders on Insight.</p>		
<p>D and E. Family support and technology in the home</p>	<ul style="list-style-type: none"> Effective support for PP families. Identifying if help is needed with food parcels and providing hot dinners during holidays, emotional support and sign posting (Post lockdown), close monitoring of attendance and punctuality. Ensure IT at home is sufficient and can be used to access blended learning. 	<p>Strategy:</p> <ul style="list-style-type: none"> Open door policy with a listening ear. Support meetings re attendance Use of IT support to ensure parents have the correct apps Personalise IT support for parents provided <p>Success: All focus families to have successfully engaged with the support on offer to either narrow the attainment gap, or to improve the child’s readiness to learn. Engagement with Tapestry</p>		
<p>F. Enrichment</p>	<ul style="list-style-type: none"> Pupils to experience new activities that help broaden their experiences 	<p>Strategy:</p> <ul style="list-style-type: none"> Forest School available to all children weekly Regular cooking/food technology experiences in the classroom. <p>Success: children will demonstrate resilience and enjoyment of new experiences.</p>		

3. 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?
<p>Rapid progress for disadvantaged children not on-track to meet ARE.</p> <p>Language development to be targeted across class</p> <p>Maths progress to be rapid and sustained.</p>	<p>High aspirations for all pupils and delivery of high quality teaching; staff training in Read, Write Inc and Wellcom.</p> <p>Focus on vocabulary development across the school through sharing and displaying examples of high quality work, topic word banks and planning for structured talk.</p> <p>Targeted intervention/approaches for individual children facing particular barriers</p> <p>Pupils to be aware of their learning and how best to approach different tasks</p> <p>Make decisions based on data and respond to evidence.</p> <p>Maths interventions planned according to individual/group needs.</p>	<p>Educational attainment is the best predictor for a child's long-term outcomes – EEF PP Guidance 2019</p> <p>Teaching should be the top priority, including professional development, training and support for early career teachers and recruitment and retention - EEF PP Guidance 2019</p> <p>Meta-cognition and self-regulation techniques provide pupils with an additional 7+ months progress</p> <p>Feedback given on learning and work 8+ months progress – look at how feedback is given to pupils and its effectiveness.</p>	<p>Pupil progress meetings to discuss children who needs additional support in an aspect of their learning.</p> <p>Consistent teaching approach used for schemes/programmes such as Read, Write inc.</p> <p>Staff training in new programmes used so that staff feel confident in its delivery.</p> <p>Interventions planned and monitored by the class teacher. Interventions run by the teacher and TA.</p>	SLT	<p>First data drop November 2020 – PPMs to follow this</p> <p>PPMs termly following assessment points throughout the year.</p>
Total budgeted cost					£470 + £1083 = £1553
ii. Targeted support					

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?
<p>At least expected progress for all PP disadvantaged pupils.</p> <p>Phonics intervention</p> <p>Maths intervention</p> <p>Speech and language intervention</p> <p>Identification of specific needs that cannot be met by the school's resources e.g. mentoring plus, OT</p>	<p>1:1 targeted teacher support for identified targets in learning</p> <p>Small groups identified with similar gaps –exposure to daily, pacy, well planned sessions. These will be tracked and children moved on rapidly.</p>	<p>Phonics – 4+ months progress – EEF</p> <p>Oral language interventions 5+ months progress – EEF</p> <p>Emotional Learning interventions provide 4+ months impact – EEF</p>	<p>Entry and exit data to look at progress.</p> <p>Termly PPMs to discuss pupils – focus on disadvantaged pupils</p>	<p>Head</p> <p>SENCO/ Head</p>	<p>First data drop November 2020 – PPMs to follow this</p> <p>PPMs termly following assessment points throughout the year.</p> <p>Meetings with speech and language therapist and parents to monitor progress.</p>
Total budgeted cost					£ Included in above
i. Other approaches					
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
Children enjoy nature and the outdoors and get involved with engaging and new	Weekly Forest School sessions at Chandag Junior School	Outdoor learning activities 4+ months progress - EEF	Monitoring of Forest Lead's planning Pupil conversations	WC/DR	

tasks outside. Children become confident in taking measured risks.			Liaison with Forest School leader		
Total budgeted cost					£2175

Total = £3728

4. Review of expenditure**Previous Academic Year****i. Quality of teaching for all**

Desired outcome	Chosen action/ approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	

ii. Targeted

Desired outcome	Chosen action/ approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	

iii. Other	NA			
Desired outcome	Chosen action/ approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	

5. Additional detail

APPENDIX

Please see the government's website for further details

[Pupil premium: conditions of grant 2020 to 2021 - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

The PPG per-pupil rate for 2020 to 2021 is as follows:

Disadvantaged pupils	Pupil premium per pupil
Pupils in year groups reception to year 6 recorded as Ever 6 free school meals (FSM)	£1,345
Pupils in years 7 to 11 recorded as Ever 6 FSM	£955
Looked-after children (LAC) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority	£2,345
Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, or child arrangements order (previously known as a residence order)	£2,345
Service children	Service premium per pupil
Pupils in year groups reception to year 11 recorded as Ever 6 service child or in receipt of a child pension from the Ministry of Defence	£310