



Caythorpe Primary School Pupil Premium Strategy Statement 2020-21



Pupil Premium Leader	Helen Hunt				
Academic Year	2019-20	Total PP budget	£28,580	Date of most recent PP Review	July 2020
Total Number of pupils	104	Number of pupils eligible for PP	20	Date for next internal review for this strategy	Sept 2020

“The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their wealthier peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.” (DfE website 26th April 2012)

At Caythorpe Primary School we are committed to providing all of our pupils with a balanced and broad curriculum, ensuring they reach their full potential and progress in all areas. The school receives funding to ensure we provide additional support to raise the attainment of disadvantaged pupils, this is called Pupil Premium. Every pupil who is eligible for free school meals, or who has been in receipt of them in the last six years, receives £1320 for the academic year. Pupils who are looked after receive £2,300 and service pupils receive £300. All of these pupils are referred to as Ever 6. It is our role to ensure we allocate and spend this funding responsibly in order to have an impact on the progress of these pupils and close the gap between the non-pupil premium pupils. Since September 2014, all pupils in KS1 have received universal free school meals, meaning most pupils aged 4 to 7 have a hot meal, every day, in school. Those pupils in KS1, whose families are classed as disadvantaged, are in receipt of the pupil premium funding too.

In June 2019 the Education Endowment Fund (EFF) published “The Guide to Pupil Premium.” Our strategies which reflect the advice in order to diminish the difference in attainment for pupils in receipt of Pupil Premium funding are as follows;

- Facilitating Quality First Class teaching and deploying staff effectively.
- Ensure robust tracking of attainment and identify barrier to learning for individual pupil premium children.
- Continuing professional development will be a priority, including teachers new to teaching, early careers teachers and for recruitment and retention.
- Targeted support for pupils who are not making expected progress.
- Monitoring and addressing low attendance.

- Meeting the individual learning needs including those who are higher attainers.
- Ensuring pupils receive social and emotional support for mental well-being.
- At regular intervals throughout the year, the spending is evaluated and the impact monitored.
- Quality of Education and Curriculum – to personalise the National Curriculum to meet the needs of all pupils and further develop strategies to ensure pupil premium children make progress in line with and exceed that of non-pupil premium children
- Wider outcomes – to ensure no child misses out on educational enrichment due to financial difficulties; to provide a range of opportunities for pupils, no matter what their background, to access learning opportunities outside the curriculum.
- Attendance – to ensure attendance of pupil premium children is at least 96%.

2020-21 Strategy

Eligibility for pupil premium	2017-18		2018-19		2019-20		2020-21	
Number of FSM pupils	26 @ £1350 =	£35,100	17@ £1320	£22,440	17@ £1320	£22,440	19@£1320	£25,080
Number of looked after children	0@ £1900 =	£0	1@£2300	£2300	0@ £1900 =	£0	Post LAC 1@£2,300	£2,300
Number of service children	10@ £300 =	£3,000	6@£300	£1200	8x£300	£2400	4@£300	£1,200
Total		38,100		£25,940		£26,840		£28,580

Barriers to learning

At Caythorpe Primary School, we know that the pupil premium grant must be used to remove barriers to learning for our pupils. As a school, we recognise that there is not a one size fits all strategy that will ensure that all children flourish. However, we also know that certain whole school strategies will benefit all children – especially those eligible for pupil premium. We do this by ensuring that common experiences and focused support prevent children from:(for pupils eligible for PP, including high ability).

	Barriers to future attainment for dis-advantage pupils at Caythorpe Primary School (for pupils eligible for PP, including high ability)
Academic	<p>Pupil Premium children gap had reduced due to strategies that had been implemented but these are likely to have increased again due to school closures for COVID-19 and differences in access and support with home learning during closure</p> <p>Using high quality first teaching strategies is being implemented across the school and pupil premium children have these personalised to help them play an active part in lessons and become more efficient at metacognition and self-regulation but this is inconsistent in places</p> <p>Lack of resilience to learning and showing of appropriate learning behaviours to ensure progress</p>
Well Being	<p>Covid-19 also means an extensive period of time where the disadvantaged children and families have been in an environment where they feel they belong and are comfortable therefore movement back into school may be compromised</p> <p>Losing self-esteem when comparing themselves with their peers - interventions to happen quickly for those children who are not at the expected level within school (where there is not a special educational need)</p>
Enrichment and engagement	<p>Parental engagement, understanding and expectation of children meaning home learning environments, support and engagement for while at school and also during closure therefore access to home learning could be varied</p> <p>Experiences for children are limited therefore they are missing out on vital experiences to help enhance learning and ensure they have high expectations for themselves. Covid-19 could have enhanced this as integration beyond their home will be varied as well as the extent of interaction within the home</p>

	Intervention and cost	Desired Outcomes	How success will be measured	Success Criteria
Academic	TA – cover classes/set interventions £6,985	<p>Continue to lessen the difference of attainment and progress between Pupil Premium Pupils and non-Pupil Premium Pupils</p> <p>TA's (year group/class based in the morning) and deliver intervention in groups based on need</p> <p>High quality teaching continues with consistent use of personalised strategies for pupil premium children. Additional teacher in Year 5/6 in mornings.</p> <p>Target children through pupil progress meetings, identifying gaps in learning, teachers using assessments to inform future planning, identifying support interventions delivered by TAs and/or teachers</p>	<p>Pupil progress meetings – baseline meeting in September initially to identify pupils, set interventions henceforth termly after assessment points. Further PPM meetings/discussions to ensure correct intervention provided and adapted as needed</p> <p>Impact of intervention measured and records kept</p> <p>Data – termly - we will use the data to target support and ensure that pupils eligible for pupil premium are able to increase their rate of progress where it falls below that of their peers.</p> <p>Dyslexic screening for identified pupils to analyse difficulties faced to plan specific interventions. Renaissance Place online system used for teachers to access detailed next steps from online Star Reader and Star Maths assessments.</p> <p>Book Studies</p> <p>Learning walks/Lesson study weeks</p>	<p>Timely interventions planned.</p> <p>The standardised scores achieved by those children eligible for pupil premium and those who are not. Gaps measuring attainment between PP and non-PP pupils will be narrower. (We will consider the percentage of pupils in each grouping who have a standardised score above 90).</p> <p>The rate of progress each term – has the standardised score for those pupils eligible for pupil premium matched that of their peers?</p> <p>Pupil progress meetings will also focus on well-being and ensuring children meet expectations particularly where they achieved 3 at end of EYFS or Greater Depth standard at end of KS1.</p> <p>Pupils gaps identified and attend targeted interventions.</p>
Academic	Teacher - £14,083	<p>Applying a wide range of teaching and learning behaviours to support progress Addressed through Y5/6 being taught in single year groups, assemblies to raise children's awareness of a growth mindset and Building Learning Powers (BLP), planned PSHE sessions using JIGSAW scheme of work, Implementation of Class</p>	<p>PP and PM meetings discussions to ensure correct intervention provided and adapted as needed</p> <p>Book Studies</p> <p>Learning walks/Lesson study weeks</p> <p>Data Analysis to identify reduction in gap by achievement of target or objective and to set new</p>	<p>Teachers share good practice across the school</p> <p>Teaching and learning observed by performance management lead or other member of SLT.</p> <p>Staff deliver high quality first teaching and use a variety of strategies to promote engagement and involvement of Pupil Premium children which will result in accelerated progress whilst developing independent learners through the</p>

		Dojo, active maths and English sessions	<p>ones</p> <p>Review of the PSHE scheme of work with imminent changes to SRE in 2020</p> <p>We will monitor the behaviour of pupils during lunches and break times/Class Dojo/CPOMs and see if the strategies in place reduce the number of behaviours that are not conducive to good learning.</p>	<p>use of metacognition and self-regulation</p> <p>Learning powers visual aids shared and used throughout school.</p> <p>Monitor use of Jigsaw PSHE scheme of work – Lessons will promote health and well-being. Assemblies will promote health and well-being.</p>
Well Being	<p>Jigsaw and resources</p> <p>£3000</p>	<p>Regular confirmation of rules to prevent spread of virus and keep staff and pupils safe.</p> <p>Develop use of TAs as emotional support for pupils (including those with persistent absence) – purchase reading books for PSHE</p> <p>Develop classroom space “Wonderland” for well-being interventions/time out space</p> <p>Teachers receive coaching sessions from “Futures in Mind”</p>	<p>Performance management cycle</p> <p>INSET – BLP strategies shared</p> <p>Sharing of good practice in staff meetings, paired observations</p> <p>Planning scrutiny</p> <p>Developing use of school voice within school (school council and eco-schools) to ensure they are part of their school’s improvements.</p> <p>CPOMS and pupils behaviour plans monitored for improvements in behaviour – CPOMS to develop a detailed overview of the child and their aspirations as well as help the child to identify metacognitive and self-regulative strategies that help them learn</p> <p>Focussed observation and discussions identify teaching strategies which could be implemented to support pupils.</p> <p>Parents meetings notes</p>	<p>Teachers share good practice across the school</p> <p>Teaching and learning observed by performance management lead or other member of SLT</p> <p>Learning powers visual aids shared and used throughout school</p> <p>Children will be voted in as school council representatives for each class and attend regular meetings, minutes recorded and fed back to SLT.</p>
Enrichment and engagement	<p>CGS</p> <p>£3612</p> <p>AR = £900</p>	<p>Parents will be aware of the high expectations of their children and what this involves.</p> <p>Staff will provide support with home learning as well as maintain regular contact with families to communicate progress and</p>	<p>Attendance tracked and monitored by the office and data provided each week to Pupil Premium lead to help quickly identify those at risk of struggling to return to school after school closures</p> <p>Participation tracker – to track uptake of extra-curricular clubs and taking part in virtual</p>	<p>More parents responding through twitter, facebook, class dojo. Parents will be aware of the high expectations of their children and what this involves. Staff will provide support with home learning as well as encourage attendance to any workshops or meetings that will help them support their child resulting in a</p>

	<p>expectations</p> <p>Teachers continue to use reading diaries as communication tool, twitter, workshops (maths and reading to raise awareness of higher expectations of new curriculum),</p> <p>Use of Oak National Academy resources/Class Dojo in the event of a year group closure</p> <p>Use on online/virtual experience and visiting experience for broader curriculum experiences</p> <p>CGS Outreach targeted intervention for extra-curricular clubs</p> <p>Continue Accelerated Reader and Starr assessment</p> <p>Fund educational experiences including trips and visitors to the school</p>	<p>competition/challenges</p> <p>Monitoring "hits", and feedback on social media platforms</p> <p>Parent and pupil feedback via surveys/questionnaires</p> <p>Monitoring engagement in Class Dojo and AR program</p> <p>All children go on trips organised for their year group, funded by the school where necessary. Visitors in school as well as a trip to enrich experiences</p> <p>Parents meetings notes</p>	<p>more positive home school relationship with Pupil Premium families</p> <p>More children accessing extra-curricular clubs</p> <p>Comparing survey results</p> <p>High expectations communicated and explained during parents evenings</p> <p>Homework clubs run for children as year groups especially during time that homework is set online on Class Dojo classrooms</p> <p>Pupil premium parents are contacted regularly (once per term) to discuss progress and expectations</p> <p>Pupil Premium families are contacted to help improve relationships by praise phone calls or postcards home (at least two per week) or using class Dojo</p> <p>Pupil Premium families are specifically invited to workshops and meetings to help them develop skills which will help support learning at home</p> <p>School trips funded</p>
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