# PUPIL PREMIUM STRATEGY STATEMENT

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| 1. **Summary information** | | | | | |
| **School** | Tacolneston CE VA Primary School | | | | |
| **Academic Year** | 2020/21 | **Total PP budget** | £20,830 | **Date of most recent PP Review** | 7.20 |
| **Total number of pupils** | 99 | **Number of pupils eligible for PP** | 11 | **Date for next internal review of this strategy** | 2.21 |

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| **2. Attainment at the end of Y6 July 2019 (no July 2020 data due to COVID-19 pandemic and school closure)** | | |
|  | *Pupils eligible for PP*  *(1 pupil)* | *Pupils not eligible for PP*  *(13 pupils)* |
| % achieving expected standard or above in reading, writing & maths | *0%* | *57%* |
| % making expected progress in reading (as measured in the school) | *0%* | *64%* |
| % making expected progress in writing (as measured in the school) | *0%* | *57%* |
| % making expected progress in mathematics (as measured in the school) | *0%* | *57%* |

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| **3.Barriers to future attainment** |
| **In-school barriers** |
| 1. Speech and language skills in the Early Years are below those of their peers. This leads to social communication difficulties and issues. |
| 1. Lower reading and phonics attainment can negatively impact access to the wider curriculum including reading and writing |
| 1. Learning can be negatively affected by social and emotional barriers and resulting behavioural issues |
| **External barriers** |
| 1. Lack of pre-school provision in Tacolneston – pupils arriving from up to 9 different settings, which makes it difficult for school to collaborate with EYFS providers and ensure appropriate measures are in place to identify pupils and families who require additional support with communication and language skills. |

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| **4.Desired Outcomes** | | **Success Criteria** |
| A. | All pupils identified as requiring speech and language support following Wellcomm or Talk Boost screening on entry to YR (falling into the red or amber bracket) will make sufficient progress to achieve expected in Communication and Language at the end of the year | Gap between pupil premium and non-pupil premium will narrow |
| B. | Small group and targeted interventions in reading phonics and writing. | Gap between pupil premium and non-pupil premium will narrow. |
| C. | Better support for mental health and emotional needs of disadvantaged children and their families. | Children with mental health and social and emotional issues make good progress. |
| D. | School has good links with all pre-school settings enabling us to gather important information to help us to support pupils’ and families transition into school and giving us the opportunity to plan for targeted interventions for rapid improvements to learning. | Gap between pupil premium and non-pupil premium will narrow. |

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| **5.Planned expenditure** |
| **Academic Year**: 2020/21 |

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| **Chosen action / approach / cost** | **Intended Outcome** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| **A**  Talk for learning is applied across all areas eg. whole class and group discussions; peer to peer talk – learning partners; use of buddies; maximise language development in small groups using Talk Boost intervention for EYFS; Talking Tins for KS1 pupils.  **Cost:**  **Member of the support team to deliver the ‘Talk Boost’ intervention strategy**  **TA: £10 x 10 hours per week x 39 weeks = £3,900** | Children to meet targets. Gap to narrow between PP and non-pupil premium children | EEF evidence shows that oral interventions can add +5 months, 1:1 tuition can add +5 months, small group work can add +4 months  High-quality structured interventions have a positive impact on progress. | Learning walks/observations focus on and seek evidence of implementation of these strategies  PP strategy is kept under review in Staff Meetings and Governor Meetings  Pupil views are sought through School Council Meetings; Ethos Group and one to one discussions with PP Mentors; evaluations and annual survey  Parent views are sought through evaluations and Parent Forum | SENCo and HT | Half-termly via SLT meetings and termly Tracking meetings with CT’s |
| **B**  Additional small group phonic work in KS1  **Cost:**  **TA: £10 x 5 hours per week x 39 weeks = £1,950**  Targeted interventions – delivered by TA during afternoons each week  **Cost:**  **TA £10 per hour x 10 hours: £3,800**  Children who are struggling with writing will have access to computers, iPads and writing aids (Clicker)  **Cost:**  **2 x Smart Boards for intervention room and Robins Class: £4,000**  **Clicker Upgrade: C7 to C8 £900**  High quality reading materials are available to all pupils and matched to their phonic awareness  **Cost:**  **Books to be purchased with funds raised by FOTS**  Library sessions are timetabled for all classes  High Quality teaching and assessment of reading and writing ensures all pupils make progress from their starting points  KS1 teachers to be trained to deliver Talk 4 Writing  Pupils given access to story tellers – teachers in class every day  Toe by Toe books **£53.02**  Books for Owls Group **£5.39**  Moove Stool **£68**  MyMaths **£340**  Lap top trolley **£2132**  New batteries and updates to computer hardware **£3,500** | Improve scores in phonic check and reading and writing SATS | EEF evidence shows that 1:1 tuition can add +5 months, small group work can add +4 months  High quality texts engage pupils in reading and aid the development of reading habits  Becoming a user of libraries ensures access to quality texts and develops reading behaviours and habits | Learning walks/observations focus on and seek evidence of implementation of these strategies  PP strategy is kept under review in Staff Meetings and Governor Meetings  Pupil views are sought through School Council Meetings; Ethos Group and one to one discussions with PP Mentors; evaluations and annual survey  Parent views are sought through evaluations and Parent Forum | English Leaders and HT | Half-termly via SLT meetings and termly tracking meetings with CT’s |
| **C**  Use of nurture groups, ELSA and Play Therapy to develop emotional resilience and well being  Ensure that disadvantaged pupils are able to access all trips and residential courses by subsidising the costs for them  **Cost:**  **Year 4/5 Eaton Vale 2 day trip @ £85 for 4 pupils = £340**  Breakfast items for Owls nurture group £50 | Attainment gap to narrow between PP and non-pupil premium children | Interaction with others and self-management of emotions rather than focusing directly on the academic or the cognitive elements of learning can help students to work with (or alongside) their peers. Teachers, and families  EEF evidence shows that social and emotional learning can add +4 months, behaviour interventions can add +4 months  Pupils develop independence by taking part in clubs, residential and day trips and, as a consequence enjoy and feel proud of themselves  When taking part in trips and residentials, pupils have opportunities to take part in problem solving activities that can’t be accessed within the confines of the classroom and school  Learning an instrument is shown to enhance thinking and problem solving skills as well as to improve concentration and instil a love of music | Learning walks/observations focus on and seek evidence of implementation of these strategies  PP strategy is kept under review in Staff Meetings and Governor Meetings  Pupil views are sought through School Council Meetings; Ethos Group and one to one discussions with PP Mentors; evaluations and annual survey  Parent views are sought through evaluations and Parent Forum | SENCo and HT | Half-termly via SLT meetings and termly tracking meetings with CT’s |
| **D**  Meetings and shared work with pre-school settings enabling us to gather important information to help us to support pupils’ and families transition into school and giving us the opportunity to plan for targeted interventions for rapid improvements to learning.  Visits to nurseries and pre-schools are carried out by the EYFS teacher and SENDCo early in the Summer Term to ascertain and plan for individual needs  Families are invited into school prior to the September start date eg. Christmas plays; Easter Egg hunt; Sports Day, Play Days, Parent Open Evenings  Run parent sessions to help parents to support their children’s learning | EYFS pupils make good progress from their baseline starting point  Attainment gap to narrow between PP and non-pupil premium children | Forward planning can ensure that pupils make a positive start to school life and hence rapid progress from their starting points  Children make greater progress when schools and families work together  Mixed-age teaching presents a greater challenge when trying to plan for individual needs particularly where the curriculum crosses the boundary of EYFS and Year 1. | By arranging for staff to have time to carry out visits  Lesson drop-ins and work scrutiny | EYFS Leaders | Half-termly via SLT meetings and termly tracking meetings with CT’s |
| **Total Budgeted Cost** | | | | | **£20,988.41** |