



Pupil Premium Strategy Statement

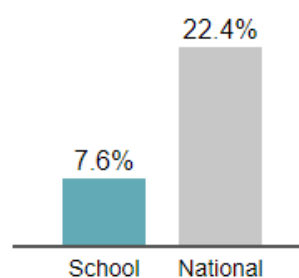
2020 - 2021

School Overview

Number on Roll



Ever 6 FSM



Pupil premium allocation this academic year	£66, 905
Academic year covered by statement	2020 - 2021
Publish date	01 September 2020
Review date	20 th July 2021
Statement authorised by	Jamie Dodson
Pupil premium lead	Elizabeth Eggleston
Governor lead	Tessa Atton

Due to Covid-19 there is no disadvantaged pupil progress or attainment scores for 2019-2020.

Disadvantaged pupil performance overview for 2019

Measure	Score
Meeting expected standard at KS2	30%
Achieving high standard at KS2	0%

Strategy aims for disadvantaged pupils

Priority	Aims	Activity	Projected Spending
Priority 1	Gaps in learning (due to Covid 19) are identified ensuring all pupils are able to catch up rapidly in relation to their prior attainment	Class teachers provide high quality teaching to ensure lessons and interventions target gaps in learning. Specific interventions and staff target identified pupils.	£11,800
Priority 2	To ensure disadvantaged pupils have access to remote learning if required and pupils are supported emotionally to ensure they make progress and achieve	Weekly Thrive lessons are part of the weekly timetable to support the emotional development of pupils	£5,320

Teaching priorities for current academic year

Aim	Target	Target date
<p>To improve rates of progress for all PP pupils so they make good progress from their starting points and achieve at least in line with their peers:</p> <ul style="list-style-type: none"> • % achieving GLD at the end of YR. • % passing the phonics screening in Y1. • % achieving at least 'expected' in reading, writing and maths (and combined) at the end of KS1. <p>% achieving at least 'expected' in reading, writing and maths (and combined) at the end of KS1.</p>	<p>Achieve national average scores in KS2 Reading (2019 73.2%)</p> <p>Achieve national average scores in KS2 Writing (2019 78.5%)</p> <p>Achieve national average scores in KS2 Writing (2019 78.7%)</p> <p>Achieve national average expected standard in Phonics screening check (2019 81.9%)</p>	<p>September 2021</p> <p>September 2021</p> <p>September 2021</p> <p>September 2021</p>

Targeted academic support for current academic year

Measure	Activity
Priority 1	<ul style="list-style-type: none"> • Attainment and progress of PP pupils has rapidly improved to be in line with non PP children on all national measures. • PP pupils have access to High Quality Inclusive Teaching (HQIT), providing them with outstanding learning opportunities. • They are successfully tracked and class-based interventions and support are in place. • Barriers to learning are identified and addressed during lessons and additional intervention time. • Language barriers are identified and addressed effectively, allowing PP pupils to access the curriculum and higher level reading texts. • Pupil progress meetings robustly track the progress of these pupils. • PP pupils received personalised support that effectively meets their needs and is monitored through individual PP IEPs.
Projected spending	£36,650

Wider strategies for current academic year

Measure	Activity
To enable all PP pupils to engage in a wide range of enrichment activities, supporting their learning and social-emotional development.	<ul style="list-style-type: none"> • Providing Music lessons to ensure the disadvantaged have access to opportunities over and above the school curriculum • Cooking club to be offered to identified pupil premium pupils
To improve the personal, social and emotional wellbeing of PP pupils.	<ul style="list-style-type: none"> • FEIPs support • Thrive support • New PSHE units and planned days to meet needs • Training for staff on attachment and meeting the needs of individual pupils.
Barriers to learning these priorities address: Improving attendance and readiness to learn for the most disadvantaged pupils	
Projected spending	Thrive and pastoral support: £8,787 FEIPS: £3,505 Music lessons: £1,350 SENCO training: £143 Breakfast club/after school club: £2500

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development	Use of INSET days and identified CPD of NQTs
Targeted support	Ensuring enough time for school maths-lead to support small groups	Maths lead paired with part-time teacher returning from parental leave to free up 2 days a week to lead small groups.
Wider strategies	Engaging the families facing most challenges	Working closely with the LA and other local schools on cross-school outreach programme

Reviewed actions 2019

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?
<ul style="list-style-type: none"> A: Improved outcomes for PP pupils in all year groups. 	<ul style="list-style-type: none"> High Quality Inclusive Teaching in all classes. PP pupils to receive clear and effective feedback in all lessons (either through verbal feedback, group work or written marking) that accurately identifies their next steps in learning. Misconceptions are identified and addressed quickly in order to allow them to progress. Use of individual IEPs for PP children to ensure effective personalised targets. 	<ul style="list-style-type: none"> The gap between PP and non PP is not yet closing rapidly enough. PP pupils are not achieving in line with their peers. By investing some of the PPG in long term change through improvements in teaching, this will benefit all pupils. The EEF Toolkit suggests that whole school training and development of staff understanding of reading, approaches to learning and meta-cognitions skills are effective ways to improve attainment. 	<ul style="list-style-type: none"> Monitoring by SLT through learning walks, book looks, pupil progress meetings and pupil interviews. Identifying impact on IEPs 	<ul style="list-style-type: none"> SLT 	<p>July 2020</p> <p>PP pupils are a focus in all classes across the school and this has been monitored through lesson observations, books looks and progress meetings.</p> <p>43% of PP pupils in Year 6 were on track to be ARE in reading, 40% in writing and 22% in maths – this gap has not closed rapidly enough.</p>
<ul style="list-style-type: none"> B: Improved outcomes in language and communication for PP pupils. 	<ul style="list-style-type: none"> Language rich environments with high quality texts being used to drive learning. Increase opportunities for speaking, listening and oral rehearsal in order to help children improve their writing particularly for less able children. Ensure that children use accurate grammatical structures within speaking and writing. Devise and implement ways to record drama / role play so that this contributes to the writing process (Talk tins? Scribes?) Secure high expectations of the use of language when the children are in the role play area. Different genre of fiction to be read to the children, highlighting and discussing writing styles as matched to class-work. 	<ul style="list-style-type: none"> Children's poor oral skills impact negatively on their ability to speak and write effectively. Strategies identified on subject leader strategic plans have been validated on a national and Hampshire level. EEF – 'Overall, studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year.' 	<ul style="list-style-type: none"> Whole school approach to quality speaking and listening that is discussed and implemented across the school. New Guided Reading structure to promote exposure to high quality texts and vocabulary. Planning scrutinies and support for planning lessons Learning walks Book looks 	<ul style="list-style-type: none"> SLT English Subject Leader 	<p>July 2020</p> <p>A new Guided Reading structure is in place across the school and reading is more prominent and a focus.</p> <p>Vocabulary displays are within every classroom that demonstrate different tiers of language.</p>

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?
<ul style="list-style-type: none"> B: Improved outcomes in language and communication for PP pupils. 	<ul style="list-style-type: none"> SALT Talk Partners Language link assessment and follow up tasks. 	<ul style="list-style-type: none"> We want children to have sufficiently refined oral skills. Using expert advice from outside agencies and professionally developed online resources ensures a forensic approach to diagnosing language barriers which have a negative impact on learning. 	<ul style="list-style-type: none"> Robust implementation of tried and tested strategies by teachers and LSAs. 	<ul style="list-style-type: none"> SENCo, class teachers. 	<p>July 2020</p> <p>One LSA has been supporting identified children in language link assessments and follow up tasks.</p>
<ul style="list-style-type: none"> C: Improved personal, social and emotional wellbeing of PP pupils. 	<ul style="list-style-type: none"> FEIPs support New PSHE units and planned days to meet needs Training for staff on attachment and meeting the needs of individual pupils. Boxall profile and PEP toolkit used to identify barriers to learning and support put in place to overcome these. 	<ul style="list-style-type: none"> Many PP children have emotional and self esteem barriers that need to be addressed. EEF – ‘On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months’ additional progress on attainment.’ 	<ul style="list-style-type: none"> Revisit Boxall profile Support for FEIPs through Ed Psych supervision (half termly). Regular evaluation of impact (Pupil progress meetings and impact identified on IEPs) 	<ul style="list-style-type: none"> SENCO Class teachers 	<p>July 2020</p> <p>Successful FEIPs support for identified pupils to develop wellbeing of pupils.</p> <p>SENCO training on attachment which will be given to staff during the next academic year.</p>
iii. 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?
<p>F: To reduce financial barriers to pupils’ learning so they can all access a range of resources to</p>	<ul style="list-style-type: none"> Initial letters to include information for parents about available funding HT to liaise with parents regarding specific requests for funding eg Yr6 	<ul style="list-style-type: none"> Learning is supported by trips that are carefully planned to enhance the school’s curriculum 	<ul style="list-style-type: none"> Business manager to check eli- 	<ul style="list-style-type: none"> Business manager 	<p>July 2020</p>

enhance their experiences and progress within learning.	residential, music tuition beyond the classroom.	<ul style="list-style-type: none"> • Social skills, independence, perseverance and team-work are developed through participation in group activities and over-night stays on residential visits. • Pupils are able to participate fully in school trips and residential trips 	<p>gibility and manage funding provided.</p> <ul style="list-style-type: none"> • Class teachers to liaise with HT regarding potential funding opportunities 		Grant has been used to support children in attending breakfast/after school club, music lessons, educational trips and residential.
D: Increased attendance rates for pupils eligible for PP.	<ul style="list-style-type: none"> • SLT to monitor pupils and follow up quickly on absences. First day response provision. • Support strategies in place to address low school attendance (e.g. referral to specialist support services for additional family support). • High profile on the importance of attendance at school for all pupils. 	<ul style="list-style-type: none"> • We can't improve attainment for children if they aren't actually attending school. 	<ul style="list-style-type: none"> • SLT will collaborate to ensure school processes work smoothly & absence is swiftly followed up. • 	<ul style="list-style-type: none"> • HT 	<p>July 2020</p> <p>The gap has closed in PP v non PP attendance</p> <p>PP attendance 94.0% v non PP 97.2% from September to</p> <p>February 15th 2020 (-3.2%)</p>
E: Improved parental engagement with the school in order to support them in attaining positive outcomes for their children.	<ul style="list-style-type: none"> • Active outreach to parents of PP pupils to welcome them into the school and to take an active part in their children's learning. • Access for parents to high quality learning opportunities to support them with supporting their children. 	<ul style="list-style-type: none"> • EEF toolkit - increasing parental engagement in primary and secondary schools had on average two to three months' positive impact. There is some evidence that supporting parents with their first child will have benefits for siblings. 	<ul style="list-style-type: none"> • Feedback from parents collected • Attendance at events monitored and followed up. • Evidence of raised aspirations for PP pupils. 	<ul style="list-style-type: none"> • HT 	<p>July 2020</p> <p>PP children identified of additional support and referred to EP-S in the summer term for additional support.</p>