



Pupil premium strategy / self-evaluation GEDDINGTON C OF E PRIMARY SCHOOL

Pupil Premium funding is a national initiative, launched in 2011, designed to raise attainment for all disadvantaged pupils and to support readiness for life.

'Closing the attainment gap between disadvantaged children and their peers is the greatest challenge facing English schools. The gap is stubborn because its causes are entrenched and complex, and most lie beyond the control of schools and educators. However, it is clear that schools can make a difference.'

In England, the gap has closed in both primary and secondary schools since the introduction of Pupil Premium, and in every part of the country schools have demonstrated how great teaching and careful planning can make a huge impact on the outcomes of disadvantaged children.'

Education Endowment Fund - The EEF Guide to Pupil Premium Funding.

At Geddington C of E Primary School we have adopted a three tiered approach to Pupil Premium spending to focus on strategies which have the greatest impact:

1. Quality First Teaching
2. Targeted academic support
3. Wider strategies

1. Summary information

School	Geddington Primary C of E School				
Academic Year	2020/2021	Total PP budget	£14,760	Date of most recent PP Review	June 2020
Total number of pupils	201	Number of pupils eligible for PP	15 EYFS – 1 KS1 – 4 KS2 – 10 2 service children 1 Ex LAC	Date for next internal review of this strategy	Feb 2021

2. Current attainment

No data available due to COVID-19

KS2 Data 2020

Reading	PP Expected	Non PP expected	National All Expected	PP GD	Non PP GD	National All GD
Reading						
Writing						
Maths						
Combined						

KS1 Data 2020

Reading	PP Expected	Non PP expected	National All Expected	PP GD	Non PP GD	National All GD
Reading						
Writing						
Maths						

EYFS Data 2020

Reading	PP Expected	Non PP expected	National All Expected	PP GD	Non PP GD	National All GD
Reading						
Writing						
Maths						

3. Barriers to future attainment (for pupils eligible for PP)

A.	Accessibility to remote learning in Lockdown
B.	Emotional and social factors - some children experience complex home and school issues
C.	Attendance and punctuality

D.	Lack of resilience and self-regulation skills
E.	Fewer opportunities to develop the wider curriculum due to visits and trips being postponed

Planned Actions and Expenditure

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and whole school strategies.

Tier 1: Teaching: To increase the effectiveness of QFT through implementing new schemes of work and CPD

Intended Outcome	Action/s	Rationale/Evidence for proposed actions	How will we make sure that it is implemented well?	When will we review its implementation?
Disadvantaged (PP) children make expected progress against the age related expectations (ARE) across EYFS, KS1 and KS2 (including higher attaining KS2) with a specific focus on closing the gap and ensuring our children are inline or exceed the national picture.	<ul style="list-style-type: none"> Implement ADPRs across the school for all PP children. CPD on the use of scaffolding to support pupils within the classroom. Coaching model used to further develop QFT in school with a focus on scaffolding. Curriculum leads to monitor progress of PP pupils in their curriculum areas. Talk For Writing training for x2 KS2 teachers on the key approaches needed to develop children's writing to greater depth across KS2. 	<p>High quality teaching is the biggest impact on pupil progress. Specific coaching will ensure each teacher makes improvements in the approach including clear modelling of skills to move learning forward for all children</p> <p>What happens in the classroom makes the biggest difference: improving teaching quality generally leads to greater improvements at lower cost than structural changes. There is particularly good evidence around the potential impact of teacher professional development; but the supply of high-quality training is limited.</p>	<ul style="list-style-type: none"> Termly review of ADPRs by CTs – monitored by PP lead. Learning Walks/Pupil Voce Interviews/Work Scrutiny. Termly Assessments (PUMA and PIRA.) Termly Pupil Progress Meetings. Monthly SLT meetings with focus on PP pupils. 	Monitored termly by PP Lead.
The curriculum is broad, balanced and engaging for all pupils, in particular PP pupils.	<ul style="list-style-type: none"> Implementation of new schemes of work in PE and Music. 	High quality teaching is the biggest impact on pupil progress. Specific coaching will ensure each teacher makes improvements in the approach including clear	<ul style="list-style-type: none"> Curriculum Leads to monitor engagement and progress regularly through Learning 	Monitored termly by Curriculum Leads/PP Lead.

	<ul style="list-style-type: none"> Music and PE Curriculum Leads to deliver CPD and 1-1 coaching where necessary. 	modelling of skills to move learning forward for all children Arts Participation +2months	Walks/Pupil Voice Interviews/Work Scrutiny.	
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Proposed Spend:

Talk for Writing Training: £288

Music and PE Curriculum Resources: £690

Tier 2: Targeted academic support: to provide effective intervention strategies, based on gap analysis

Intended Outcome	Action/s	Rationale/Evidence for proposed actions	How will we make sure that it is implemented well?	When will we review its implementation?
<p>The gap between the attainment of PP pupils and non-PP pupils is narrowed and all PP children make good progress, particularly those higher attaining KS2 pupils.</p>	<ul style="list-style-type: none"> PUMA/PIRA termly data is analysed to identify children who have significant gaps in their understanding. PP children who are considered to have most significant gaps/not on target to receive NTP 1:1 tuition in Maths and/or Reading twice weekly. Shine programme implemented to deliver interventions to those PP children with significant gaps in their understanding/those who are not on target. Inference Training programme implemented for KS2 children who are not on track, particularly those not on track to achieve GDS. Read Write Inc. 1:1 tuition delivered to KS1 and Year 3 PP pupils who 	<p>The attainment gap is largest for children and young people eligible for free school meals (the best available proxy measure of economic disadvantage) and those assessed with special educational needs. • The gap begins in the early years and is already evident when children begin school aged 5. • The gap grows wider at every following stage of education: it more than doubles to 9.5 months by the end of primary school, and then more than doubles again, to 19.3 months, by the end of secondary school. This shows the importance of intervening early and then of continuing to attend to the needs of disadvantaged pupils.</p> <p>1-1 tuition +5 months</p>	<ul style="list-style-type: none"> NTP Assessments reviewed Termly Assessments (PUMA and PIRA.) Termly Pupil Progress Meetings. Termly RWI assessments. Monthly SLT meetings with focus on PP pupils. 	<p>Monitored termly by PP Lead/HT.</p>

	are identified as needing to catch up.			
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Proposed Spend: £0

3. Wider Strategies: To address non-academic barriers

Intended Outcome	Action/s	Rationale/Evidence for proposed actions	How will we make sure that it is implemented well?	When will we review its implementation?
All children receive equal access to trips and extra-curricular activities in and out of school.	<ul style="list-style-type: none"> To fund extracurricular activities/school visits for PP pupils. 	All children should be able to have equal access to all activities	<ul style="list-style-type: none"> School Business Manager/PP lead to monitor access fund and ensure that all PP pupils are made aware of the provision. 	Termly monitoring by PP Lead of pupil engagement and use of access fund.
PP children are ready to learn, self-esteem is increased and mental well-being is improved.	<ul style="list-style-type: none"> Learning Mentor to provide programme of well-being, social and emotional support to all PP pupils as and when needed. Develop a well-being team in school to expand the capacity for support. Identify and purchase well-being programme to deliver to PP pupils with social and emotional needs. To train additional TAs in Mental Health First Aid. To identify and engage with external agencies where necessary. 	<p>PP children have displayed emotional difficulties coming into school which impacts on their learning and ability to progress</p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, in relation to physical and mental health, school readiness and academic achievement, crime, employment and income.⁴ For example, longitudinal research in the UK has shown that good social and emotional skills—including self-regulation, self-awareness, and social skills—developed by the age of ten, are predictors of a range of adult outcomes (age 42), such as life satisfaction and wellbeing, labour market success, and good overall health.⁵ There is also evidence that children's skills can be improved purposefully through school-based SEL programmes, and that these impacts can persist over time.⁶ Numerous large evidence reviews⁷ indicate</p>	<ul style="list-style-type: none"> Regular well-being team meetings. Baseline/End of unit assessments to be completed with pupils engaging with specific programmes. Pupil Survey results. Pupil Voice interviews. PP Lead to monitor ADPRs termly and liaise with CTs/Well-being team. Learning Mentor to monitor the engagement in specific programmes. Monthly SLT meetings with focus on PP pupils. 	Termly monitoring by PP lead and Learning Mentor.

		that, when well implemented, SEL can have positive impacts on a range of outcomes, including: • Improved social and emotional skills; • improved academic performance (see Figure 1); • improved attitudes, behaviour and relationships with peers; • reduced emotional distress (student depression, anxiety, stress and social withdrawal); • reduced levels of bullying; • reduced conduct problems; and • improved school connection Social and emotional +4months		
Attendance and Punctuality of PP is above average.	<ul style="list-style-type: none"> • Deployment of administrative staff to monitor absence. • Direct communication with those families where there is persistent absence/lateness. • Learning Mentor/Well-being team to work with individual children/families as needed. • Engagement with external agencies where necessary. 	The world is run by those who turn up. Attending school every day = 100% attendance Attending 4½ days a week = 90% attendance = 4 weeks missed per year Attending 4 days a week = 80% attendance = more than half a term missed per year. Attending 3½ days each week = 70% attendance = more than a quarter of the school year missed. An average attendance of 80% or less across a child's school career adds up to missing a whole 2 years from school. Being late for school reduces learning time. If your child is 5 minutes late every day they will miss three days of learning each year. If your child is 15 minutes late every day they will miss 2 weeks of learning each	<ul style="list-style-type: none"> • Office Administrator/HT/PP Lead to monitor absence/lateness of PP pupils on a termly basis. 	Termly monitoring by PP lead and Learning Mentor.

Proposed Spend:

% of Learning Mentor Salary: £12782

Access fund: £1000

1. Review of expenditure

Previous Academic Year

2019-20

i. Quality of teaching for all

Action	Intended outcome	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)	Cost
Increase attainment of pupils who are eligible for PP in EYFS/Key Stage One.	Deployment of additional TAs to EYFS and Key Stage One to deliver targeted interventions to those children eligible for PP.	Attainment achieved in EYFS but not in KS1. Data does not show progress nor the fact that expected in KS1 was nearly achieved	Further in depth monitoring and regular meetings to be put in place next year. Pupil Performance Meetings and Subject Leaders need to be accountable for progress in their subject.	£1500
Improved progress for pupils eligible for PP in Key Stage Two (inc. high attaining PP pupils)	Deployment of additional TAs to Key Stage Two to deliver targeted interventions to those children eligible for PP.	Progress monitored and discussed with class teachers. Tracking showing where to put interventions in place, some need more time than others.	Further in depth monitoring and regular meetings to be put in place next year. Pupil Performance Meetings and Subject Leaders need to be accountable for progress in their subject.	£1500

ii. Other approaches

Action	Intended outcome	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)	Cost
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<p>Address wellbeing issues for PP pupils to enable all children to become confident, independent learners in school.</p>	<p>Deployment of Learning Mentor</p>	<p>Learning Mentor's work with the PP children has been invaluable and has shown improvements in areas of vulnerability. This is ongoing and every case is different. The Learning Mentor's time is fully used and is being developed further to work with the families as well as the children. Impact has proven to be an issue that is difficult to define and will be looked at as next steps. More training is needed to support the Learning Mentor and steps are in place to broaden understanding of well being by other members of staff</p>	<p>Learning Mentor has been totally successful at the school. Future for other staff to be deployed to assist with smaller issues.</p>	<p>£16373</p>
<p>Improved enrichment opportunities for Pupil Premium children</p>	<p>Make an access fund available to all families who are eligible for PP. This can be used to provide school uniform, ensure that children can access extra curricular lessons residential visits or to pay for e.g. Violin.</p>	<p>This has been accessed successfully</p>	<p>Making all PP Parents aware that we have this access fund to support enrichment opportunities – we will continue with this approach</p>	<p>£580</p>
<p>Total 19/20 Costs</p>				<p>£19983</p>