

Pupil premium strategy statement (primary)

Due to the enforced school closure as a result of the COVID 19 pandemic, data is from the end of the academic year 2018-19 (unless stated) as this is the last published data point.

1. Summary information							
School	Shillington & Stondon Federation Lower School						
Academic Year	2020-21		Total PP budget	Shillington	£35,531.64	Date of most recent PP Review	September 2020
				Stondon	£38,021.16		
Total number of pupils	Shillington	126	Number of pupils eligible for PP	Shillington	13	Date for next internal review of this strategy	
	Stondon	144		Stondon	21		

2. Current attainment (end of 2018-19) No 2019-2020 data due to COVID 19

End of KS 1 (10 children)	Pupils eligible for PP (your school)		Pupils not eligible for PP	
	Shillington (6)	Stondon (4)	Shillington	Stondon
% achieving in reading, writing and maths	50% (3)	25% (1)	70% (16)	69% (18)
% achieving the KS1 expected standard or greater in reading	50% (3)	75% (3)	70% (16)	85% (22)
% achieving the KS1 expected standard or greater in writing	50% (3)	50% (2)	78% (18)	73% (19)
% achieving the KS1 expected standard or greater in maths	67% (4)	75% (3)	78% (18)	81% (21)
% making expected progress or more in reading	50% (3)	50% (2)	61% (14)	85% (22)
% making expected progress or more in writing	33% (2)	50% (2)	70% (16)	88% (23)
% making expected progress or more in maths	33% (2)	75% (3)	57% (14)	85% (22)

3. 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.	A large percentage of children eligible for PP funding are making slower rates of progress and failing to achieve ARE therefore have fallen behind or are at risk of falling behind in English and Maths from their EYFS/KS1 starting points
B.	Due to the school closure during the COVID 19 lockdown, some children have fallen further behind in their learning.
C.	Writing attainment is less than reading and maths

D.	Social and emotional support is needed for some children who are eligible for PPG to ensure any emotional difficulties are not having a detrimental effect on their learning and academic progress.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
E.	Parental engagement	
F.	Increase in Attendance and improvement in punctuality for PP children. (Stondon)	
G.	Inability to access remote learning due to no computer/internet access	
H.	Lack of enrichment activities to develop children's cultural capital	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Higher percentage of PP children achieving age related expectations (ARE) at the end of the academic year in Reading, Writing and Maths so that they are at least in line with their non PP peers.	<ul style="list-style-type: none"> • Raise the attainment and accelerate progress in reading, writing and maths through quality first teaching and targeted intervention which will ensure that children remain on/exceed their trajectory based on EYFS/KS1 starting points. • Pupils eligible for PP making less than expected progress will be identified during regular Pupil Progress Meetings and measures will be taken to support the needs of these pupils. • Progress will be measured using regular teacher assessments, regular Pupil Progress Meetings and successful moderation practices. • More PPG children achieving the age related expected standard or above in Reading, Writing and Maths across KS1 and Lower KS2.
B.	Loss of learning and the impact experienced during school closure as a result of COVID 19 pandemic are addressed and children supported.	<ul style="list-style-type: none"> • Recovery curriculum in place • Children needing intervention are quickly identified and intervention programmes put in place.
C.	Improve outcomes in writing through implementation of a new writing curriculum based on quality texts to nurture the enjoyment of writing.	<ul style="list-style-type: none"> • Regular opportunities for children to write cross curricular and linked to quality texts. • Teachers will give precise feedback for children to respond to. • Teachers will use accurate formative/summative assessment to adapt teaching to the needs of the children.
D.	Social & Emotional issues for children eligible for PPG will be reduced through tailored	<ul style="list-style-type: none"> • Increased levels of self-regulation identified amongst

	provision and measured through the use of SDQ questionnaires and Boxall Profiles.	<p>children with SEMH vulnerabilities</p> <ul style="list-style-type: none"> • Emotional issues for these pupils will be addressed and they will be making progress both socially and emotionally. • Referrals made to outside agencies to support emotional or behavioural difficulties where necessary.
E.	Parents of children eligible for PP engage with their children's learning and encourage/support the high aspirations of the school	<ul style="list-style-type: none"> • Parents of children eligible for PP engage with and support their children's learning.
F.	Children eligible for PP funding attend in line with peers and punctuality rates improve.	<ul style="list-style-type: none"> • The number of absences/lateness is reduced. • Overall attendance is in line with 96% for children eligible for pp funding.
G.	Children eligible for PP funding have access to technology to engage in remote learning should further school closures be required due to the COVID pandemic.	<ul style="list-style-type: none"> • All children will be able to access quality teaching during any future closure of the school.
H.	Children have access to a range of experiences designed to develop their cultural capital.	<ul style="list-style-type: none"> • Children eligible for PP access the same life chances as their peers, participating in school trips and draw upon these experiences and apply their new skills across the curriculum.

5. Planned expenditure					
Academic year		2020-21			
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?
Higher percentage of PPG children achieving age related expectations (ARE) in R, W, M at the end of the academic year (A & B)	<ul style="list-style-type: none"> Target setting for 2020-21 clearly identifies children who must achieve ARE or above ARE based on EYFS or KS1 data. Quality first teaching which identifies target children Staff utilise spot on marking to give children immediate feedback within lessons to deepen and secure children's understanding. Teachers use data effectively to inform and take actions that impact on pupil outcomes. 	<ul style="list-style-type: none"> Sutton Trust and NFER emphasise the importance of 'quality first teaching' to all children but additionally stress the disproportionate effect on PP children. Research shows that good teachers are especially important for pupils from disadvantaged backgrounds. For poor pupils the difference between a good teacher and a bad teacher is a whole year's learning with PP children greatly affected by poor quality teaching. Evidence shows that the progress of disadvantaged children is at its greatest when they have an outstanding teacher. Evidence emerging from EEF evaluations and the wider evidence base suggests that when used and implemented correctly, independent learning approaches including feedback, peer tutoring, collaborative learning, and metacognition strategies, provide powerful ways to raise pupil attainment. 	<ul style="list-style-type: none"> Teacher performance management data related target set in Autumn 2020 to target % of children to meet ARE and above. Lesson observations/drop ins/ by SLT show high quality teaching and learning in all classes. Well planned interventions and well trained TA's to deliver the intervention ensure quality provision. Book scrutinies Focus on individual progress and attainment rates through half termly pupil progress meetings. 	SLT Maths and English subject leaders Class teachers	<p>Half termly review of progress and attainment</p> <p>Half termly Assessments evaluate impact of intervention</p>

<p>1) Improve outcomes in writing across the school for children eligible for PP funding through implementation of a writing curriculum based on quality texts</p>	<ul style="list-style-type: none"> Implement a book based approach to English planning across the school to improve the quality of writing and offer disadvantaged children fair access to high quality texts. Monitor the implementation of the writing curriculum. Girls writing group to foster the love of writing. Ensure the child initiated approaches adopted in EYFS and KS1 promote plentiful writing opportunities in all areas of the indoor and outdoor environment. 	<ul style="list-style-type: none"> Analysis of 2018-19 data shows that attainment and progress in writing across both schools was lower than in reading and maths. Children’s feedback indicated that writing was their least favourite subject. EEF Improving Literacy 2017 guidance, reports the teaching of writing should be through: Modelling and supporting practice, extensive practice of transcription and sentence construction and high quality and structured targeted support to help pupils who are struggling with Literacy. Research shows that children from affluent backgrounds have a significantly wider vocabulary on entering school than those from lower income/ disadvantaged backgrounds. 	<ul style="list-style-type: none"> Rigorous regular monitoring. Cross-federation moderation in writing will allow leaders to evaluate the impact of strategies. Learning walks, work scrutiny, data analysis and lesson observations. Half termly focused Pupil Progress meetings. 	<p>SLT and English Subject leader</p>	<p>Half termly review of progress and attainment through Pupil progress meetings</p> <p>Learning walks Book scrutiny</p>
<p>2) Raise the attainment in reading for children eligible for PP</p>	<ul style="list-style-type: none"> To raise standards in reading by developing Quality first teaching that children receive: Specific focus on reading comprehension. A greater emphasis on inference and understanding when reading is planned and taught in EYFS/KS1 Ensure that all PP children read regularly to practice skills and improve fluency 	<ul style="list-style-type: none"> Analysis of gaps within early reading indicate understanding and inference skills need to be improved. EEF toolkit:- Reading comprehension strategies – High impact for very low cost. 	<ul style="list-style-type: none"> English Subject leaders monitoring Learning walks, work scrutiny, data analysis and lesson observations. Half termly focused Pupil Progress meetings. 	<p>SLT and English Subject leader</p>	<p>Half termly review of progress and attainment through Pupil progress meetings</p> <p>Learning walks</p>
<p>3) Raise the attainment in Maths for children eligible for PP</p>	<ul style="list-style-type: none"> Quality first teaching for all children through the implementation of Singapore Maths mastery approach. Engage with the Maths Hub ‘Sustaining teaching for mastery’ work group: Third year of support for schools adopting Maths Mastery approach. 	<ul style="list-style-type: none"> The Mathematics Mastery programme is a whole-school approach to teaching mathematics that aims to raise attainment for all pupils and close the attainment gap between pupils from low income families and their peers. The programme aims to deepen pupils’ conceptual understanding of key mathematical concepts. Compared to traditional curricula, fewer topics are covered in more depth and greater emphasis is placed on problem solving and on encouraging mathematical thinking. Research undertaken by EEF shows that children in schools adopting a Maths Mastery approach made more 	<ul style="list-style-type: none"> Maths Subject leader monitoring Learning walks, work scrutiny, data analysis and lesson observations. Half termly focused Pupil Progress meetings. Children’s ability to articulate their maths learning is evident when talking with children 	<p>SLT and Maths Subject leader</p>	<p>Half termly review of progress and attainment through Pupil progress meetings</p> <p>Learning walks</p>

		progress than in schools that did not.	about their maths.		Lesson observations
Total budgeted cost					
Shillington					£1000
Stondon					£1000
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?
Loss of learning and the impact experienced during school closure as a result of COVID 19 pandemic are addressed and children supported. (C)	<ul style="list-style-type: none"> A Recovery Curriculum is in place when children return to school in September which addresses not only the potential gaps in academic attainment but focuses on children's health and mental well-being too. Effective use of assessments to diagnose the impact that the school closure has had on children- what learning has been lost/misunderstood? What new knowledge and experiences have been gained? 	<ul style="list-style-type: none"> The DfE in their 'Guidance for full opening' July 2020 acknowledges that <i>Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit.</i> Evidence consistently shows (EEF) the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium 	<ul style="list-style-type: none"> Well planned interventions and well trained TA's to deliver the intervention, ensure quality provision. Focus on individual progress and attainment rates through half termly pupil progress meetings. Ongoing evaluation of the impact of intervention by class teacher/ TA 	SLT	Half termly Analysis of PASS survey after completion of survey.

	<ul style="list-style-type: none">• Use of GL assessment PASS to assess children's social and emotional outcomes that relate to how well pupils learn• 1:1 tuition• Same day interventions to address misconceptions at the point of teaching and learning.• Use of HLTA when not covering classes across the school to support children eligible for PP providing support in class/interventions.	<ul style="list-style-type: none">• EEF Evidence indicates that 1:1 tuition can be effective, on average accelerating learning by approximately five additional months' progress. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching. This is an approach to avoid identified children who are at risk of falling behind because of absences due to medical appointments remain on track to meet ARE.• Evidence shows that intervention is more effective when delivered immediately following learning input.			
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<p>Mental Health and Emotional issues for children eligible for PP particularly those vulnerable pupils and pupil groups. (D)</p>	<ul style="list-style-type: none"> • Identify children who need emotional support. • Class teacher to engage with parents before intervention begins. • Use of targeted emotional support from specialist staff member and external professionals • All children to engage with the schools PSHE programme • Use of GL assessment PASS to assess children’s attitudinal or emotional issues. 	<p>We want to support the children’s social emotional needs alongside their learning needs which is recognised in the DfE Supporting the attainment of disadvantaged pupils: articulating success and good practice research report as a recognised pathway to raising the attainment of disadvantaged pupils. NFER suggest that in order to support children’s learning emotional support needs to be provided to address any underlying issues. On average, social and emotional interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average) according to the EFF Toolkit.</p> <p>Whilst impacting on every child in the country, COVID 19 is likely to have a greater impact on the mental and emotional wellbeing of those children who were already disadvantaged.</p>	<ul style="list-style-type: none"> • The use of the Strength and Difficulty Questionnaires will help to reveal the main emotional issues for the child and help us target the right intervention. Progress will be measured through the use of Strength and Difficulty questionnaires. • Staff CPD • Monitor behaviour but also monitor whether improvements in the children’s emotional development translate into improved attainment. • Review of strategies in the child’s Individual Provision Plans (IPPs) • All children to engage in the schools PSHE programme. 	<p>TK/DJ/HC</p>	<p>Start and end points of intervention measured</p>
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<p>Parental engagement in education increased (E)</p>	<p>Whole school use of online Seesaw app to engage with their children's learning</p> <p>Engaging in parent consultations</p>	<p>Nfer and EEFT toolkit show a direct link between raising parental involvement in schools to increased attainment of disadvantaged students. The evidence emphasises that it is important for schools to engage with parents in a variety of ways, rather than restricting contact to formal parent-teacher meetings. As a federation, we use a free app (SeeSaw) that allows parents to engage in their child's learning and are notified when information about their child's learning is uploaded to their child's profile as a way of engaging parents in their children's learning. Parent's involvement and feedback increases children's self-esteem and confidence.</p> <p>The EEF acknowledge that close engagement during this challenging time is clearly crucial to ensure that children are supported to learn and thrive, and that parents are able to provide this support without the expectation that they fulfil the role of teacher.</p>	<ul style="list-style-type: none"> ● Parents of children eligible for PP will be invited by class teacher to enrol to the class Seesaw page. ● Parental engagement on the class page of children eligible for PP will be monitored. ● Parents have the opportunity to comment on their children's work through the app demonstrating engagement and involvement in their learning. ● Children eligible for PP work to be regularly shared through the Seesaw app. ● Use of text messages sent to PP families to remind them of school events in addition to usual school communication. ● Engagement in parent consultations monitored. 	<p>PP lead Class teachers</p>	<p>Half termly</p>
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<p>Attendance rate of 96% achieved</p>	<p>Office staff to monitor children and follow up absences quickly.</p>	<p>Current practices have reduced persistent absenteeism. It remains a high focus in both schools to maintain excellent attendance for all pupils in school. <i>“Previous attendance records for 2016 showed that particular groups of pupils were persistently absent more often than was the case nationally, and these included disadvantaged pupils and those who have special educational needs and/or disabilities. Scrutiny of current and recent attendance records and discussions with yourself demonstrated a significant improvement in attendance since 2016 and the reduction of persistent absence to nil for all groups. Leaders and staff have been highly effective and determined in their work to reduce absence.”</i> (Stondon Lower OFSTED report 2017)</p>	<p>Attendance of vulnerable groups is monitored and tracked</p> <p>Office staff made aware of existing absence issues and parents will be notified if absences are below the expected percentage.</p> <ul style="list-style-type: none"> • Attendance will be at least 96% 	<p>SG/ SH</p>	<p>Daily</p>
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<p>Ensure those children who are eligible for PP, without access to technology, have access to technology (G)</p>	<ul style="list-style-type: none"> Identify those children and families who if face to face education was disrupted again would be unable to access remote education and are in need of access to a digital device. Register school details with DfE Get help with technology scheme. Remote learning offer reviewed and shared. Teachers provided with support and training to use specific platforms to facilitate remote learning. 	<p>Almost all remote learning uses digital technology, typically requiring access to both computers and the internet. Research which was funded by The EdTech Hub – as part of the partnership between the EdTech Hub and the EEF identify lack of technology as a barrier to successful remote instruction. It is important that support is provided to ensure that disadvantaged pupils – who are more likely to face these barriers – have access to technology.</p> <p>In addition to providing access to technology, ensuring that teachers and pupils are provided with support and guidance to use specific platforms is essential, particularly if new forms of technology are being implemented</p>	<ul style="list-style-type: none"> Engagement in remote learning monitored to avoid any accumulation in disengagement, which would serve to widen the attainment gap. Remote learning will offer broad curriculum coverage as curriculum coverage is positively associated with pupil engagement. Teachers provided with support and training to use specific platforms to facilitate remote learning. 	<p>SG/CD</p>	<p>Weekly when remote learning is necessary</p>
Total budgeted cost					
Shillington					<p>£34,031.64</p>
Stondon					<p>£36,521.16</p>
<p>iii. Other approaches</p>					
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>What is the evidence and rationale for this choice?</p>	<p>How will you ensure it is implemented well?</p>	<p>Staff lead</p>	<p>When will you review implementation?</p>
<p>Inclusion for all by raising children's Cultural Capital</p>	<ul style="list-style-type: none"> Where necessary, provide funding and encouragement for children eligible for pupil premium to attend residential visits, educational visits and to take part in enrichment activities at school including music tuition and theatre trips. Develop children's leadership skills through: School Parliament 	<ul style="list-style-type: none"> Parent voice has shown that this has been popular and effective strategy. The life experiences of some children are limited. Enrichment is a pathway to engagement, aspiration and therefore raised attainment. Exposure to a wider range of experience will enhance vocabulary, knowledge and enjoyment of learning. In the past there has been a positive effect on soft outcomes for children across the schools including an improvement in a growth mindset and self-confidence. We do not want any of our children to be 	<ul style="list-style-type: none"> Children eligible for PP targeted and are disproportionately represented to ensure representation and participation in school clubs. CD to monitor this. Listen to parents views. Early identification of need by all staff. Children eligible for PP 	<p>SLT PE lead</p>	<p>On going</p>

	Sports Ambassadors	disadvantaged because of financial circumstances.	<p>are well represented in Pupil leadership roles across the school.</p> <ul style="list-style-type: none"> • By the end of their time at school, children will have experienced 'the childhood essentials' developed by staff such as visit a museum, play an instrument and perform to an audience. • Children have high aspirations and the self-belief to pursue them. 		
CPD for lead professional learner (LPL) in their role as champion of disadvantaged learners.	<ul style="list-style-type: none"> • Participation in Challenging Education's new Professional Learning Programme (PLP), "Thinking Differently for Disadvantaged Learners". 	In these times, where more of our families are experiencing hardship, we feel it is important to share and learn from best practice of others to enable us to support our children and families who are eligible for PP.	LPL will engage in the new professional learning programme available to all schools which will take an in depth look at disadvantage and vulnerability within schools and offer a forum to share good practice and training materials developed by experienced school leaders who have a wealth of knowledge on leadership and teaching disadvantaged children (RADY).	CD	ongoing
Total budgeted cost					
				Shillington	£500
				Stondon	£500