

Pupil Premium Strategy Statement (2020-21)



1. Summary information					
School	Eccleston Mere Primary School				
Academic Year	2020-2021	Total PP budget	£69935 (allocated)	Date for next internal review of this strategy (reviewed by link governor in November 2020)	Summer 2021 (End of Year Review)
Total number of pupils	397 + nursery	Number of pupils eligible for PP	53		

2. Current attainment (2019-20)		-Black indicates most recent validated data (18-19). -Blue indicates most recent unvalidated data (as of the writing of this strategy- 2019-20) -National averages are based on 2018-19.			
		PP (School)	PP (National)	All Pupils (School)	All Pupils (National)
Year 1 – 4 pupils					
2020 – results in December					
% achieving the expected standard in phonics		75%	84%	83%	82%
KS1 – 11 pupils					
2020 – unvalidated results – 5 pupils					
% achieving expected standard or above in reading		82%	78%	78%	75%
		40%		84%	
% achieving expected standard or above in writing		82%	73%	80%	69%
		20%		78%	
% achieving expected standard or above in maths		82%	79%	83%	76%
		80%		84%	
KS2 – 10 pupils					
2020 – unvalidated results – 11 pupils					
% achieving expected standard or above in reading		40%	78%	67%	73%
		82%		85%	
% achieving expected standard or above in writing		60%	83%	81%	78%
		64%		83%	

% achieving expected standard or above in maths	60%	84%	74%	79%
	73%		79%	

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.	Difficulties with speech and language, and/or early development delay, upon entry into EYFS, resulting in below average attainment in terms of GLD (p/p), as well as limited vocabulary moving through the school.
B.	Phonics attainment of P/P children in KS1 was lower than the national average – 25% (1 in 4). This needs to be addressed in order that these children do not fall behind in Reading and Writing by the end of Key Stage 2 and beyond.
C.	Attainment of P/P children by the end of KS1 in Reading and Writing was below national averages. Improvements to this need to be made with the current cohort, whilst also targeting those P/P children in Y3 who did not attain the expected standard.
D.	Whilst improving, aiming to build upon P/P attainment in KS2, so that P/P attainment is equal to that of all pupils.

External barriers *(issues which also require action outside school, such as low attendance rates)*

E.	Whilst the attendance rates of children in receipt of PP funding is not markedly different to non-PP pupils, specific PP children are impacted upon by poor rates of attendance.
F.	The percentage of parents, whose children are in receipt of PP funding, attending school events / meetings is lower than that of non-PP families (in terms of SATS meetings, Love to Learn sessions, Parents' Evenings). <i>*based on 2019-20 attendance (up to Spring, prior to closure).</i>
G.	Support pupils wellbeing during unstructured times, broadening experiences and developing friendships / behaviour.

4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved outcomes at the end of EYFS for pupils in receipt of P/P funding, through supported interventions regarding vocabulary and early skills.	-PP attainment (of ELG's) in line with national averages, having been supported additionally.
B.	Improved attainment in Phonics, by P/P children, by the end of Y1 / KS1 (dependent on test administration).	-To increase P/P attainment in phonics, achieving in line with national averages for all pupils. -Focused teaching / intervention to have been delivered to PP children in Y1 / Y2 (who did not pass previously).
C.	Improved attainment in Reading and Writing, by P/P children, by the end of Y2 (teacher assessment).	-To increase P/P attainment in Writing and Reading, achieving in line with national averages for all pupils (75-80%). -Focused teaching / intervention to have been delivered to PP children in Y2 / Y3 (who were not previously at expected level).
D.	Building on improvements to P/P attainment in KS2.	-P/P attainment in KS2 to be in line with national average for all pupils. -Evidence of focused teaching and intervention of key P/P groups.

E.	Maintaining above 96% average attendance percentage. A further reduction in the number of PP pupils classified as persistently absent and an overall improvement in attendance for PP pupils.	The overall school attendance figure will be at or above 96%, with the same expectation of PP children. A further reduction in the number of persistently absent PP pupils from 2018-2019 validated figures.
F.	Increased parental engagement with school (i.e. Parents' Evening; SATS meetings; Phonics meetings and Love to Learn sessions).	Increased parental engagement, through use of pastoral manager. All parents of PP children to receive information from school events missed.
G.	Improved pupil's wellbeing during unstructured times, broadening experiences and developing friendships / behaviour.	Improved wellbeing of pupils at unstructured times, increased participation in sports and reduction in behaviour incidents of identified children.

5. Planned expenditure

Academic year	2020-21				
The 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.					
Quality of teaching for all					
Desired outcome	Chosen action / approach	Evidence and rationale for this choice	Monitoring the Impact	Staff lead / resources / cost	Review
B. Improved attainment in Phonics, by P/P children, by the end of Y1 / KS1 (dependent on test administration).	Continuation of a consistent small- group delivery of RWI in Year 1 / across Year 2.	<p>Research (NFER) – ‘Building Block 3’ – High Quality Teaching for All. EEF Research – Reading Comprehension (5 months) Phonics (+4 months).</p> <p>Rationale – the approach to RWI delivery has had a significant impact in the last two years (82% and 75% despite closure) and so will be continued.</p>	<ul style="list-style-type: none"> -Learning walks -Pupil progress meetings -Evidence scrutiny -Purchase of relevant resources. 	<p>TD / JMc</p> <p>5 TA’s delivering RWI (5hrs per week)</p> <p>£12,800</p> <p>New RWI workbooks- £600</p>	<p>PP phonics attainment was 57%, which although below the 2019 national average, is in line with the LA average for 2020 (59%).</p> <p>Action for 21-22</p> <p>Case studies created and phonics teaching has continued, to reassess next year.</p>
C. Improved attainment in Reading and Writing, by P/P children, by the end of Y2 (teacher assessment).	<p>Resourcing the reading scheme effectively, ensuring sequence of books available and breadth of reading spine.</p> <p>Supporting pupils at earlier points (in Y1) to enable this improved attainment to be sustainable.</p>	<p>Research (NFER) – ‘Building Block 3/5’ – High Quality Teaching for All. Deploy Staff Effectively.</p> <p>Rationale – Reading resources were in need of renewal due to age of scheme / losses over time, exacerbated by depleted resources during partial closure (books not returned). Following partial closure, delivery of key skills to Year 1 even more important – early assessment evidence supports this.</p>	<ul style="list-style-type: none"> -Subject leader to oversee order – Key Stage lead to ensure correct usage. -Monitoring to ensure that children are reading at the correct level / diagnostics have been completed. -Y1 teachers to deploy support staff effectively. 	<p>TD / JMc</p> <p>Reading Scheme in KS1 – partial payment – supplemented by further funds from PTA.</p> <p>£5000</p> <p>Use of L2 TA in Year 1- £13,000</p>	<p>2021 results in KS1 were favourable, when compared with FFT national averages:</p> <p>R- 63% (Nat. 51%) W- 50%(Nat 42%) M –63%(Nat 52%)</p> <p>However, these results are below national averages from 2019.</p> <p>Action for 21-22</p> <p>Small group phonics teaching to continue – additional TA support for PP in KS1 next year.</p>

<p>D. Continued improvements to KS2 attainment, inclusive of those pupils in receipt of P/P funding.</p>	<p>Sustained use of reading interventions to support all pupils, including P/P children.</p> <p>Quality first teaching for all pupils through the continued development of White Rose Maths (from continued CPD opportunities).</p> <p>Deployment of teaching assistant support in Year 6, to support the pre-teaching / consolidation of learning.</p>	<p>Research (NFER) – ‘Building Block 3/5’ – High Quality Teaching for All. Deploy Staff Effectively. EEF Research – Mastery learning (+5 months).</p> <p>Rationale- Although improving, Key Stage 2 attainment for P/P children is to be built upon, further narrowing the gap between P/P and all pupils.</p> <p>Reading Plus is having a measurable impact upon pupils, and its use is increasing throughout school.</p> <p>Current UKS2 assessment data indicates the need for additional classroom support to narrow gaps in learning, supporting key groups.</p>	<p>-English lead to monitor the usage of Reading Plus, alongside class teachers, determining value for money in terms of progress made.</p> <p>-Maths lead to continue to provide CPD for staff in terms of Developing Maths Mastery (Maths Hub).</p> <p>-Y5/6 staff to effectively deploy support staff to support the most vulnerable learners.</p>	<p>AK / KP / RM</p> <p>Maths CPD – cover as required for AK to train, prepare CPD for staff. £1000</p> <p>Reading Plus- final payment of 3 yr. subscription £4500</p> <p>UKS2 TA (L3) to support key groups. £16000</p>	<p>KS2 P/P attainment for 2021 was below national averages (for 2019).</p> <p>Children were provided with a comprehensive package of additional support, including participation within the National Tutoring Program.</p> <p>That said, all PP children maintained the outcome that they attained in the previous key stage, with 22% of children exceeding their targets in RWM.</p> <p>Action for 2020-21</p> <p>Case studies have been created. An additional class has been created in Y6 to support a year group with the highest proportion of PP.</p>
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<p>Total budgeted cost</p>	<p>£52,900</p>
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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 / Resources and Cost	Review
D. Improvements in overall attainment in KS2 for P/P children.	-Booster sessions (Maths / Reading). -Targeted in class support and pre-teaching.	Research (NFER) – ‘Building Block 5’ Deploy Staff Effectively. Rationale- Initial assessment data has made clear which P/P children in UKS2 are working below expected level / not making significant progress, based on prior data.	-Use of pre and post intervention assessments -Monitoring of interventions (learning walks and observations) -Pupil progress meetings	RM Cost of Reading boosters (staffing) - £300 Cost of L3 TA (Y6) – costed above. Cost of L3 TA (Y5) from Spring Term – £10,500	KS2 attainment for PP children (At+) R- 60% W-45% M-57% These are in line with FFT estimates for 2021, but below national averages for 2019. Many children have already received national tutoring support. Progress can be evidenced for each child. Action 2021-22 Children have been targeted for the coming year, with provision maps for each child.
E. Maintaining above 96% average attendance percentage. A further reduction in the number of PP pupils classified as persistently absent and an overall improvement in attendance for PP pupils.	-Continued use of EWO service. -Pastoral support / use of extended services.	Research (NFER) Building Block 2/4 Addressing behaviour and attendance, Meeting individual needs. EEF research- Social and emotional learning (+4 months) Behaviour Interventions (+3 months). Rationale: whilst attendance of PP children was in line with our overall attendance, internal data has indicated individuals / groups of PP children whose attendance is affected by rates of attendance and punctuality.	Weekly attendance monitoring. Termly attendance reporting to be reviewed. Welfare meetings to be arranged by EWS.	DR/ ML / RM / EWS -EWS Service (1 half day weekly) £4000	Attendance for PP children was 94.6%. Whilst this was below the national average that we strive for, the pandemic has affected the way in which attendance has been reported.

F. Increased parental engagement with school (i.e. Parents' Evening; SATS meetings; Phonics meetings and Love to Learn sessions).	-Ensure effective communication with parents before events. -Registers of attendees followed up with letters - Further invitation times extended to PP families / information sent by post.	RESEARCH: NFER Building Block 1 – Whole-school ethos of attainment for all. Rationale: Data from last year indicated that PP children whose families engaged with school re) assessments performed better than those who did not (on average).	-Registers of parental attendance. -Monitoring of attendees, followed with 'catch-ups' for all those who miss appointments.	-Ensure effective communication with parents before events. -Registers of attendees followed up with letters - Further invitation times extended to PP families / information sent by post. -Use of pastoral lead.	70% of parents booked on to parents evening in February. A further 20% arranged a subsequent appointment to meet with the class teacher. This is an improvement upon the previous year. Action for 21-22 To offer 'blended' parents evening opportunities.
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Total budgeted cost	£13,900
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iii) Other 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 / Resources and Cost	Review
A-D – Reading, Writing, Maths and GLD improvements.	-Use of FFT Aspire to set aspirational targets, based on prior attainment. -Use of FFT tracking system to track the progress and attainment of pupils.	Research (NFER) – 'Building Block 5' Deploy Staff Effectively.	-Use of pre and post intervention assessments -Monitoring of interventions (learning walks and observations) -Pupil progress meetings	JMc FFT tracking system / FFT curriculum assessment software (£1000)	The use of FFT has expanded throughout the year, to now include all Foundation subjects. PP meetings provide clear emphasis on pupil premium groups, checking on their progress and attainment. Outcomes indicated above.

<p>G- Improved pupils wellbeing during unstructured times, broadening experiences and developing friendships / behaviour.</p>	<p>-Use of 1-1 support to promote positive behaviour. -Use of additional lunchtime supervision to support positive behaviour.</p>	<p>Research (NFER)- 'Building Block 4'- Meeting Individual Needs. Rationale: A small group of P/P child identified as having behavioural needs are supported, enabling them to make more progress and to access learning, as well as improving mental wellbeing at lunchtime.</p>	<p>-Behaviour logs (CPOMS) -Internal tracking data / pupil progress meetings. -Other meetings (PSP meetings / reviews)</p>	<p><u>RM</u> Additional lunchtime supervision (3x1hr per day)- £4875</p>	<p>Across the academic year, the number of behavioural incidents recorded for PP children reduced. Targeted children were also tracked throughout the year and where necessary plans were put in place to support positive behavior.</p>
Total budgeted cost					£5,875
					£72,675