

Pupil Premium Strategy Statement (2021-22)



1. Summary information					
School	Eccleston Mere Primary School				
Academic Year	2020-2021	Total PP budget	£74295 (allocated)	Date for next internal review of this strategy	November 2021
Total number of pupils	379 + nursery	Number of pupils eligible for PP	58		

2. Current attainment (2019-20)		-Black indicates most recent validated data (18-19). -Green indicates most recent unvalidated data (as of the writing of this strategy- 2020-21) -National averages are based on 2018-19.			
		<i>PP (School)</i>	<i>PP (National)</i>	<i>All Pupils (School)</i>	<i>All Pupils (National)</i>
		2019 Validated – Black 2021 Data -Green	2019 Data – Black 2021 LA or FFT Comparator - Green	2019 Validated – Black 2021 Data -Green	
Year 1 – 4 pupils					
2020 – results in December					
% achieving the expected standard in phonics		75% 57%	84% 59% (LA)	83% 82.5%	82%
KS1 – 11 pupils					
2020 – unvalidated results – 5 pupils					
% achieving expected standard or above in reading		82% 63%	78% 51% (FFT)	78% 81%	75%
% achieving expected standard or above in writing		82% 50%	73% 52% (FFT)	80% 75%	69%
% achieving expected standard or above in maths		82% 63%	79% 52% (FFT)	83% 79%	76%
KS2 – 10 pupils					
2020 – unvalidated results – 11 pupils					
% achieving expected standard or above in reading		40% 44%	78%	67% 75%	73%

% achieving expected standard or above in writing	60% 44%	83%	81% 78%	78%
% achieving expected standard or above in maths	60% 33%	84%	74% 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.	Communication barriers in EYFS, due to lack of social interaction as a result of the pandemic / children being at home.
B.	Phonics attainment, although improved last year on previous, needs to be in line with national averages, to ensure solid foundations for children's attainment and progress thereafter.
C.	Attainment of P/P children by the end of KS2 were below national averages (validated year) in all subject areas and steps need to be taken to continue to address this.
D.	Upon the appointment of a new DHT, school will appoint a new PP coordinator in order to effectively monitor the actions and impact of this plan, ensuring its effectiveness.
E.	Potential for school closure, dependent on status of pandemic.

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

F.	Improving the attendance of specific P/P pupils, in order to provide opportunity for increased attainment and progress.
G.	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). *based on 2020-21 attendance (up to Spring, prior to closure).
H.	The percentage of PP children accessing the range of extra-curricular opportunities is less than that of other pupils. This limits the opportunities that these pupils have in terms of developing their skills, talents, interests and cultural capital.

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 NELI interventions and other actions, as identified within this action plan.	-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.	-To increase P/P attainment in phonics, achieving in line with national averages for all pupils. -Successful, consistent delivery of small group phonic teaching. -Focused teaching / intervention to have been delivered to PP children in Y2 / Y3
C.	P/P attainment in KS2 to be higher than previous year and higher than FFT estimates.	-Although relatively low starting points, aiming for PP attainment of 66% or above. This would represent significant progress from KS1 attainment.

D.	Improved co-ordination of activities outlined in the strategy document. Improved ongoing monitoring and diagnostic work, resulting in timely action where needed.	Qualitative evidence will show strong leadership of PP. All, if not then the vast majority, of actions within this plan will have been implemented.
E.	Improve equity of the schools home learning offer, by increasing the number of PP-eligible children accessing and engaging in home learning, so that attainment and progress is being continued at home.	Increased engagement of PP eligible pupils in home learning, in the event of a partial school closure.
F.	Achieving 96%+ attendance for the PP group, in line with attendance expectations for the rest of school.	-PP attendance to be in line with school expectations of 96%, with a reduction in the percentage of persistent absentees who are pupil premium.
G.	Higher percentage of attendance (of PP parents) at parents meetings and events.	-Aiming for attendance of 80% of PP parents, as this is in line with the whole school. -All parents who have not attended an important school event (key meeting or parents evening) will be contacted.
H.	Increase the number of PP eligible pupils accessing extra-curricular opportunities provided by school. Causal improvements to attendance, behavior and well-being of PP-eligible pupils.	At least 50% of PP eligible pupils to access an extra-curricular club on a termly basis.

5. Planned expenditure-

Academic year	2021-22				
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.	Continuation of a consistent small- group delivery of RWI in Year 1 / across Year 2. Training of KS1 TA staff – Ruth Miskin RWI training.	Research (NFER) – ‘Building Block 3’ – High Quality Teaching for All. EEF Research – Reading Comprehension (5 months) Phonics (+4 months). Rationale – the approach to RWI delivery has had a significant impact across all pupils, including PP children.	Learning walks (some with a focus on TA deployment). Book scrutiny checks Pupil Voice Termly tracking data PP Meetings Professional development opportunities.	TD 5 TA’s delivering RWI (5hrs per week) £12,800 Ruth Miskin training (£150 x 5) £750	
C. P/P attainment in KS2 to be higher than previous year and higher than FFT estimates.	Quality first teaching for all pupils, through CPD, particularly around skills progression, and: The continuation of daily, taught reading in KS2, supplemented by additional personal / group support.	Research (NFER) – ‘Building Block 3/5’ – High Quality Teaching for All. Deploy Staff Effectively. 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.	Regular lesson observations Learning walks (some with a focus on TA deployment). Book scrutiny checks Pupil Voice Termly tracking data PP Meetings Professional development opportunities.	RM / DHT / SC Use of L2 TA in Year 3, 4- £10,402 + £5201 = £15603 Use of L3 TA in Year 6 - £13,965 <u>Reading</u> Reading Scheme to be expanded in KS1 (Y2) and LKS2 (Y3-4) so that banded books are readily available: £3500 <u>Writing</u> Pathways to Write budget for books / additional plans= £2500 <u>Maths</u> WRM CPD Opportunities= £3000	
Reading					
Writing					
Maths					

<p>D. Improved co-ordination of activities outlined in the strategy document. Improved ongoing monitoring and diagnostic work, resulting in timely action where needed.</p>	<p>Following the recruitment of a new Senior Leader (Deputy Headteacher), provide adequate training and non-contact time, to lead on and monitor activities relating to the use of PP.</p>	<p>Research (NFER) – ‘Building Block 4’ – Meeting Individual Needs, ‘Building Block 5’- Deploying Staff Effectively, ‘Building Block 6’- Data Driven, ‘Building Block 7’ – Clear, responsive leadership.</p> <p>Rationale- The retirement of our Deputy Headteacher means a redistribution of roles. As PP attainment and progress remains a key priority, the DHT will be afforded sufficient time to fulfil the role and to train.</p>	<p>-Regular meetings to review ongoing work. -Pupil progress meetings -Pupil voice -Appropriate training to be provided.</p>	<p>Lead – PP lead (DHT, when appointed – HT in interim).</p> <p>Access to PP courses for PP lead (£300x3) = £900</p> <p>Half day leadership time for PP lead = £120x39= £4680</p>	
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<p>Total budgeted cost</p>	<p>£77,498</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
A) Improved outcomes at the end of EYFS for pupils in receipt of P/P funding, through NELI interventions and other actions, as identified within this action plan.	-NELI intervention. -Small group support within EYFS.	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.	-Training of staff (NELI intervention). -Timetabling of effective small group provision on a daily basis. -Monitoring of PP progress at regular intervals, through progress meetings.	Cost of training, including release time (staffing) - £300 Cost of L3 TA (YR) – £2000.	
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.	EWS / DR/ ML / RM / -EWS Service (1 half day weekly) £4000 -Pastoral Mentor Time (0.25) - £5000	
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.	School Cloud £600 – to ensure that parents are able to attend virtually, where physical attendance is not possible.	

<p>G. Increase the number of PP eligible pupils accessing extra-curricular opportunities provided by school. Causal improvements to attendance, behavior and well-being of PP-eligible pupils.</p>	<p>-Provide at least one club per day, with free access for a number of PP children each time. -Recruitment of new PP lead (previously mentioned) with direct responsibility for compiling data on this. -Provide additional support / enrichment opportunities, through the funding of trips, visits and tuition.</p>	<p>RESEARCH: NFER Building Block 1- Whole-School ethos of attainment for all. NFER Building Block 2 – addressing behavior and attendance. Building Block 4- Meeting individual learning needs. EEF Research- Arts Participation, Extending School Time, Sports Participation, each offering at least +2 months progress.</p>	<p>-Monitor the numbers of PP children who sign up to extra-curricular clubs. -Monitor PP children’s attendance at extra-curricular clubs. -Request feedback from PP children and families.</p>	<p>Lead: PP lead / teaching staff. -PP Lead time (costed above) -Support for trips and other enrichment opportunities=£4000</p>	
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Total budgeted cost	£15,600
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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
<p>C. P/P attainment in KS2 to be higher than previous year and higher than FFT estimates.</p>	<p>-Delivery of booster sessions to 2x Year 6 pupils for 1hr per week (identified pupils).</p>	<p>Research (NFER)- ‘Building Block 4’- Meeting Individual Needs. Research (NFER) – ‘Building Block 5’ Deploy Staff Effectively. Based on prior attainment and AfL, this provision will ensure the rapid progress of targeted pupils.</p>	<p>-Planning of a structured intervention, based closely on needs. - Delivery of booster support (x1hr per week).</p>	<p>AK – to deploy staff to work with named children. (£20x2 x 30 = £1200</p>	

<p>A-C – Progress and attainment pupils in all key stages.</p> <p>Supporting children with our home-learning offer.</p>	<p>-In the event of a partial or full closure, delivery of live teaching.</p> <p>-Children to be provided with relevant equipment and subscriptions as required, as well as books, physical resources.</p>	<p>Research (EEF) Collaborative Learning, Digital Technology, Feedback, Parental Engagement.</p>	<p>-Monitor PP children attendance in live teaching.</p> <p>-Ensure pupil and parent voice is sought re) availability of technology.</p>	<p><u>PP Lead time (costed above)</u></p> <p>Home learning exercise books = £150</p> <p>Subscriptions to RM EasiMaths- £800</p> <p>Additional technology (laptops etc.) = allocated £2000</p>	<p>Across the academic year, the number of behavioural incidents recorded for PP children reduced.</p> <p>Targeted children were also tracked throughout the year and where necessary plans were put in place to support positive behavior.</p>
Total budgeted cost					£4,150
					£72,675