



Pupil premium strategy statement

1. Summary information					
School	Kidmore End CE Primary School				
Academic Year	2020-21	Total PP budget	£12760 tbc	Date of most recent PP Review	n/a
Total number of pupils	185	Number of pupils eligible for PP	10	Date for next internal review of this strategy	Dec '20

2. Current attainment		
Based on 2019 data due to Covid 19 Pandemic	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP</i>
% attainment/progress in reading	100%	73%/-1.6
% attainment/progress in writing	100%	77%/-1.4
% attainment/progress in mathematics	100%	73%/-0.9
Attainment in reading, writing and mathematics	100%	60%/not available

3. Barriers to future attainment (for pupils eligible for PP)	
<i>In-school barriers (issues to be addressed in school, such as poor literacy skills)</i>	
A.	Ability to access the wide range of school activities and opportunities for curriculum enrichment.
B.	Gaps in learning, particularly in basic literacy and vocabulary skills, so pupils find it difficult to record their ideas despite ability to verbalise.
C.	Anxiety and lack of confidence over transition points, both from pupils and parents, hinder learning and can lead to lower expectations.
<i>External barriers (issues which also require action outside school, such as low attendance rates)</i>	
D.	Prior experiences can lead to additional nurture and emotional support needs, including with regulating behaviour.

4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	Children have access to all activities available in school e.g. trips, sports, clubs.	Attendance at trips/clubs etc is same for PP pupils as others.
B.	Children's language and literacy skills are developed to a high level.	Attainment in phonics, reading and writing is at or above ARE.
C.	Children respond positively to new learning environments/next steps.	Pupil interviews/observations show transitions well supported.
D.	Children's emotional wellbeing is good, enabling them to learn successfully.	Pupil interviews/observations show good levels of wellbeing.

5. Planned expenditure 2020-21					
How are we using Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies – any shortfall is funded from main school funding.					
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?
B	Implementing strong plans for home learning for pupils/groups who need to self-isolate.	Feedback showed that regular contact with teachers and peers v important, and engagement from PP eligible pupils was varied.	DfE EdTech Demonstrator programme – improved use of Google Classroom platform. Continued investment in programs such as TT Rockstars, Spelling Shed and Mathletics.	LH/RD/RB	November 2020 – Curriculum Committee
B	Interventions to address learning needs are implemented and monitored, particularly following school closure.	Early intervention in key literacy skills improves access to wider curriculum. Assessments Sept 2020 show less focused writing during lockdown than reading/maths.	Vocabulary/SPAG resources purchased and implemented across school. Daily ring-fenced intervention time. TA training where apt: phonics, supporting speech development. SENCo observation focus.	LH/RD/JS	Termly pupil progress meetings January 2021 – SDP review
Release time for Google Classroom CPD £1500, Subscriptions £500, Letterbox Club £600 Total budgeted cost					£2600
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?
B	Individualised support including 1-1 tuition/additional TA time.	Lack of home support in this area has a clear impact on achievement.	Highly skilled staff and quality materials used. Regular teacher/TA meetings	LH/JS/RD	Termly pupil progress meetings. Feb 2021 – pupil interviews
C	Additional support for attendance and engagement – both on return to school and in case of further closures.	A small number of PPG group flagged as attendance concern – regular contact with home needed particularly in case of closure.	Allocated staff member for each family to maintain contact/build relationships. Additional support/work packs etc in case of self-isolation. Homework club?	LH/BF/RD	Feb 2021 – pupil interviews, parent feedback July 2021 – Y6 exit interviews.
1-1 tuition £500, TA small group support £7000, Total budgeted cost					£7500
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?
A	Payment for all trips – access to clubs and similar activities.	These opportunities are an integral part of learning in our school.	Parents aware of approach and so children participate fully.	LH	Ongoing – pupil interviews, parent feedback.
C/D	Wellbeing/mental health support; within curriculum and targeted where appropriate.	Trained TA support for specific activities e.g. emotional literacy. Parent concerns around anxiety.	ELSA activities supervised by Ed Psych. Focused observations. Agents of Hope resource	LH/BF	Ongoing – as part of monitoring of T&L provision.
Trips through year £500, ELSA support £300 plus HLTA staffing £1000 Total budgeted cost					£1800

6. Review of expenditure (bearing in mind some disruption due to school closures).				
Previous Academic Year		2019-20		
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if apt.	Lessons learned (and whether you will continue with this approach)	Cost
B	Developing independence and perseverance.	Growth mindset approaches becoming normalised for children, and contribute to routines at start of year. PHSE scheme of work further supports this.	Continue to utilise GM lessons, particularly at beginning of the year when setting the standard for the year ahead. Agents of Hope resource to introduce mental health/wellbeing to whole class	£90
B	Interventions to address learning needs are implemented and monitored.	TT Rockstars well used across school particularly during lockdown, along with Spelling Shed. All staff attended phonics training leading to adjustment in practice and more consistent provision across school.	TT Rockstars to be further embedded, along with use of Spelling Shed. Ring-fenced time Y3/4 (Monday afternoons) and Y1/2 (Tuesday and Thursday mornings), Y5 (Thursday afternoons)	£2300
ii. Targeted support				
B	Individualised support inc 1-1 tuition	1-1 tuition from DT proved very successful at building confidence – and contact continued through lockdown which was hugely appreciated.	1-1 tuition working in close liaison with school and developing positive working relationship with pupil is key – work closely linked to class work increases confidence.	£1300
C	Additional support for transition points particularly between schools.	Transition to secondary school was clearly a challenge in the circumstances– resources provided from Be Awesome, Go Big programme. Days in school allowed opportunities to meet new teachers. PACE training.	Continue to develop pastoral care particularly around adoption awareness and ensure all staff clear on impact of attachment issues. Zones of Regulation training for all staff planned for this year.	£250
iii. Other approaches				
A	Payment for all trips including residential trips	All pupils participated in all trips up to March 2020. Parental feedback v positive.	Continues to be an integral part of our support as experiences on trips are transformational.	£300
C/D	Wellbeing and mental health support; both within school curriculum and targeted where appropriate.	ELSA support continues to be well-utilised and ongoing for pupils in need. Parents appreciative. Wellbeing evening planned for March 2020 but unfortunately did not take place.	Continue to ensure good use is made of ELSA support and skills continue to be developed. Reschedule Wellbeing Evening for this year. Agents of Hope programme in place, along with SCARF PHSE/Life Education Bus.	£2600
7. Additional detail				
As we have small numbers of eligible pupils there is a risk of identification of individuals if too much detail is included. However, we are constantly seeking ways to improve our provision including individualised support in specific areas of learning and whole school approaches such as developing mental health awareness. This programme is subject to variation and we have built in the flexibility to make adjustments as we monitor the progress children are making and evaluate their needs.				