



Pupil Premium Strategy Haselbury Plucknett C of E First School 2020-2021

LEARNING AND GROWING TOGETHER

Working together with parents and the wider community of church and village, we offer our children the chance to achieve their very best, academically, socially and spiritually. We provide a nurturing environment with values firmly rooted in our Christian Foundation: peace, self-control, trust, kindness, patience and love.

(Matthew 13:8) **“seed fell on good soil, where it produced a crop.”**

1. Summary information					
School	Haselbury Plucknett C of E First School				
Academic Year	20-21	Total PP budget	£15450	Date of most recent PP Review	12/20
Total number of pupils	47	Number of pupils eligible for PP	11	Date for next internal review of this strategy	4/20

EYFS Summer 2019		
No PP Pupils in EYFS	<i>Pupils eligible for PP (2 children)</i>	<i>Pupils not eligible for PP (school average)</i>
% achieving GLD	NA	60%
Summer 2019 attainment (KS1)		
No PP Pupil in KS1	<i>Pupils eligible for PP (1 child)</i>	<i>Pupils not eligible for PP (national average 2018)</i>
% making expected progress in reading (as measured in the school)	NA	79%
% making expected progress in writing (as measured in the school)	NA	73%
% making expected progress in mathematics (as measured in the school)	NA	79%
Summer 2019 Attainment (Year 4)		
	<i>Pupils eligible for PP (2 children)</i>	<i>Pupils not eligible for PP (national average KS2)</i>
% achieving expected standard or above in reading, writing & maths	75%	70%
% making expected progress in reading (as measured in the school)	100%	80%
% making expected progress in writing (as measured in the school)	100%	83%
% making expected progress in mathematics (as measured in the school)	100%	81%
1. Barriers to future attainment (for pupils eligible for PP)		

Academic barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	Some PP pupils have weaker skills in writing, reading, comprehension and maths than their peers	
B.	Some PP pupils are not demonstrating the same ability as their peers to apply their skills at Greater Depth	
C.	Some PP pupils need to have increased focus on transition from the EYFS into Y1 and Yr4 to Yr 5 to ensure a confident approach	
D.	Some PP pupils demonstrate emotional wellbeing and mental health issues (anxiety, low self-confidence, low self-esteem)	
Additional barriers (<i>including issues which also require action outside school, such as low attendance rates</i>)		
F.	Attendance rates for pupils eligible for PP are below the school target of 96%	
2. Intended outcomes (<i>specific outcomes and how they will be measured</i>)		Success criteria
A. And B.	High Quality wave 1 teaching employing strategies shown to be effective in engaging PP children, maximising the impact of available support staff – measured through assessment data and information from triangulated monitoring.	<ul style="list-style-type: none"> • End of KS data to show PP pupils making progress in line or above non-PP peers. • The quality of work in English books shows significant improvement • PP's attitude to writing both in and out of school is consistently good • PP children to strive for greater depth/mastery level
C.	Pupils confidently transition to their next steps in their education.	<ul style="list-style-type: none"> • Improved attitude to themselves and others • Improved attitude to their own personal learning • Fewer behaviour incidents which impact on pupils learning • End of Year One data to show PP pupils making progress in line or above non-PP peers • The quality of work across the curriculum shows a good attitude to learning • PP's attitude to school both in and out of school is consistently good • For PP children to generate a love of learning which they are proud to voice

D.	Children are supported to develop strategies to help them to overcome the emotional and mental ill health problems they are experiencing – measurement dependent on the specific needs of the child in question.	<ul style="list-style-type: none"> • Staff know how to access support for children with emotional or mental health needs. • The school has increased capacity for supporting children. All staff recognise this as part of their role and know how to support the ELSA's in their work. • Messages are reinforced as part of the PSHE curriculum.
E.	Children receive a curriculum differentiated to, and interventions that, match their needs enabling them to continue to progress – measured through comparison of attainment data over time.	Staff are able to account for the needs of SEND pupils in both Wave 1 teaching and through intervention. Children continue to make progress.
F.	Those children in receipt of the PP grant attendance is in line with the national average for primary schools (2018-2019) of 95.3% - measured through attendance data.	PP children with attendance below 95.3% shows sustained improvement in attendance percentage.

3. Planned expenditure

Academic year

2020-2021

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all in addition to aspects on the School Development Plan

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
--------	------------------	---	---	------------	--------------------------------------

Metacognition and Self-Regulation	Pupils make good progress or better Pupils have a clear understanding of their learning and next steps.	This is a barrier to learning we have identified post school closure due to learning. It is also well researched to have a positive impact on learning (EEF)	Class strategies are implemented Children displaying improved independent learning skills.	AH	September 2021
Feedback	Pupils make good progress or better Pupils have a clear understanding of their learning and next steps.	In our experience quality feedback can support children's next steps. Combining this strategy with metacognition will increase the impact in this area.	Monitoring children's books and pupil interviews. Observations in class	AH	September 2021
Reading Strategy training.	Pupils pass phonics or make good progress in reading from their starting point.	We identified that we could improve our provision in this area to ensure it is more structured and greater consistency. We have adopted a programme that included quality staff training.	Regular monitoring and assessment.	LB	September 2021
Total budgeted cost					£700
ii. Targeted support					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

<p>To implement Emotional Literacy Support Work for identified pupils.</p>	<p>Pupils are able to manage their emotions and are able to access learning.</p>	<p>We have identified that emotional well being is a barrier for learning for some of our pupil premium children. EEF states that behaviour intervention have a moderate impact in learning and also self regulation can have a significant impact on learning. We have also see impact previously from this intervention.</p>	<p>This will be reviewed closely by the SENCO and adapted where needed. The ELSA will receive supervision to support their own development working with the identified children.</p>	<p>MMc</p>	<p>January 2021 April 2021 July 2021</p>
<p>To support children with their next steps of education.</p>	<p>Pupils feel confident and have a positive start to their new school or class.</p>	<p>This is based on experience and knowing our children. Transitions have been successful due to these actions taken.</p>	<p>Meetings with staff from the next school</p>	<p>SP</p>	<p>September 2021</p>
<p>Intervention strategies for reading, spelling and maths.</p>	<p>Pupils to achieve good progress in these areas or better.</p>	<p>These interventions are delivered by trained staff and we have previously had success from these interventions.</p>	<p>Each structured intervention will be reviewed and modified if needed. Some intervention will be same day interventions and we have had a positive impact from this approach previously as it is very personalised.</p>	<p>MMc</p>	<p>January 2021 April 2021 July 2021</p>

Total budgeted cost					£11750
iii. Other approaches					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Attendance award	For pupils attendance to improve.	Pupils need to be attending school to access their learning.	Through monitoring group attendance figures.	AH	September 2021
Meetings with parents.	Parents are informed and able to support their children with learning.	Parents are more able to support their children when informed about their child's next steps.	Schedule parent meetings throughout the year and opportunities for parents to come into the class setting.	AH	September 2021
Forest School	Children to develop self esteem, teamwork and problem solving skills.	Our children enjoy this provision and they have responded well to this previously. The EEF Toolkit also shows that this can have a benefit on learning outcomes.	Observations Feedback from class teachers regarding impact on initial targets.	AH	January 2021 April 2021 July 2021
Financial support with trips and clubs etc	To support all children access learning opportunities	In our experience, financial barriers can mean children do not access all enhanced learning opportunities such as trips and clubs.	Monitor the pupil premium take up.	AH	September 2021
Total budgeted cost					£3000



4. Additional detail





HASELBURY
PLUCKNETT
CHURCH OF ENGLAND
FIRST SCHOOL