**Pupil Premium Strategy – 2020/21**

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| **Total Numbers of Pupils on Roll** - 198 | **Total PP Budget - £ 90,700** | **Date of Plan** – Autumn 2020 |
| No of eligible pupils for pupil premium – 57  (29%) | FSM – children 52  LAC – child - 1  Post LAC – children - 1  Services – 3 | As of September 2019  Y6 8 Y3 7 R 6  Y5 11 Y2 8  Y4 10 Y1 7 |

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| **Previous Attainment Data for KS2 2018/19** | | |
|  | **Pupils Eligible for pupil premium (14)** | **Pupils not eligible for pupil premium(16)** |
| % at expected level for Reading | 64% | 88% |
| % at expected level for Writing | 57% | 88% |
| % at expected level for Maths | 64% | 88% |
| % at expected level for Reading, Writing, Maths | 43% | 75% |
| % at expected level for GPS | 64% | 88% |
| **Due to COVID-19 pandemic and school closures from March 2020, there is no end of Key Stage attainment data for 2019-20.** | | |
| **Barriers to future attainment (for pupils eligible for pupil premium including high ability)** | | |
| **Assessments held in September 2020 show that majority of pupils have regressed academically since Spring 2020. Their feeling of belonging to a class unit has reduced and we are seeing more individual self-centred behaviours than collaborative learning.**   * Lack of resilience and poor retention skills/fluency in maths leading to low progress & attainment in KS2 * Lack of ‘love for reading’ which would develop their vocabulary and enhance their writing ability * Emotional difficulties faced by some pupils in receipt of pupil premium having a detrimental effect on their academic progress and attainment * Pupils entering school in reception with low speech and language skills (Due to lack of Speech and language services) and not being school ready ie toilet trained * Slight punctuality and attendance concerns with some children with pupil premium | | |

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| **Desired outcome** | **Action** | **Rationale** | **Staff lead** | **Review** |
| Increase the number of disadvantaged children achieving ARE in maths at end of KS1 & 2 | Renewal of TT rockstars and Numbots to promote learning of number bonds in R/Y1 and times tables in Y2-6.  TAs allocated to classes in KS2 to support in the maths sessions daily.  Teacher led intervention groups for pupils in receipt of PP in Years 5 and 6.  Participation in Early Years/Y1 Fluency Programme and Mastery Development Programme by Wirral & Chester Maths Hub  SW/EE to participate in a maths subject knowledge course run by Wirral and Cheshire West Maths Hub – throughout the year.  Leadership team to monitor data, marking and feedback in books  Termly NFER and STAR maths assessments to be purchased to enable close pupil tracking with standardised scores. | To improve fluency in arithmetic skills  To reinforce basic skills with multiplication in a fun way which can target pp children through extra-curricular club if unable to access at home.  TAs in classes to support and provide opportunities for misconceptions to be identified and addressed earlier.  Targeted support of UKS2 PP children to enable them to consolidate learning and basic skills and catch up.  Staff subject knowledge and understanding of the mastery approach to teaching maths will be enhanced and thus pupil progress will increase.  AE/MR to lead mastery maths staff CPD half termly  Class teachers and SLT will identify any pupils not making progress earlier and be able to implement support quickly.  Termly pupil progress meetings will discuss next steps. | RG/AE/MR |  |
| Increase the number of disadvantaged children achieving ARE in writing at end of KS1 & 2 | Continuation of the pathways to literacy units by Literacy company. Additional catch up units to be purchased to allow coverage of missed learning opportunities in Summer 2020.  Home learning packs to be ordered should a ‘pupil/s test positive’ to allow for continuation of learning in line with class teaching.  Additional TA in KS1 to lead phonics groups  Leadership team to monitor data, marking and feedback in books  Use of assessment grids by Literacy company and target tracker to effectively track progress of disadvantaged pupils | To have a whole school vision for the curriculum which is tailored for Neston Primary School, so that all children and staff are clear of end points Consistency of teaching across school in the teaching of writing  To reduce the number of pupils in phonics groups to promote confidence and resilience.  SLT will identify any pupils not making progress earlier and be able to implement support quickly.  Termly pupil progress meetings will discuss next steps. | RG/SHJ  /AE |  |
| Increase the number of disadvantaged children achieving ARE in reading at end of KS1 & 2 | Rainbow reward system throughout school.  Purchase of accelerator reader and STAR reading assessment to focus on the comprehension elements of home reading.  Volunteer reader helpers focussing on PP children. Book Swap Shop to enable greater access to books. Pet therapy dog listening to readers – when government guidance allows  Daily directed intervention 1:1 on reading and writing by specialist TA.  Leadership team to monitor data, marking and feedback in books  Use of target tracker to effectively track progress of disadvantaged pupils | Promotion of independent reading for pleasure.  Promotion of a love of reading – opportunities for pupils who do not own books or have people listening to them read at home to do so in school (adult or dog)  SLT will identify any pupils not making progress earlier and be able to implement support quickly. | RG/  KS/SHJ/  AE |  |
| Emotional difficulties faced by pupils are identified and supported early. | Learning mentor is ELSA trained and has regular supervision.  All teachers/TAs/MDAs have received behaviour training and DD has consults on a number of PP children.  Additional MDa employed to promote team work at lunchtime | Children need to be emotionally ready to learn to enable them to make progress academically.  Building up resilience in our pupils will enable them to make progress academically and emotionally. | JF/RG |  |
| To enable all pupils to have access to an enriched curriculum/after school clubs | To provide breakfast and after-school club at a subsidised rate for those families who are in need.  Any clubs that are offered and require payment are subsidised – when government guidelines allow | To encourage punctuality and parental engagement.  To provide opportunities for all to an enriched curriculum. | RG/NV |  |
| For parents of pupil premium children to feel confident in being able to support their children both academically and emotionally | TA trained in Magic 1,2,3 to provide parenting course for vulnerable families.  Learning Mentor is TAF lead to support families through a multi-agency approach | Parents will feel more able to cope and this will subsequently have a positive impact on their children.  Aspects that families are struggling with will have solutions to enable them to move forward | ST  JF |  |
| For attendance across the school to be at least 96% | Early open doors from 8:40 to promote children to come straight in.  Learning Mentor to be on the front door until 9:10 daily to greet late children and meet parents. Learning mentor to ring all pupils’ homes at 9:30 if we have no reason for absence.  Attendance awards (certificates) termly for 100% attendance and also improved attendance. Class attendance awards weekly. | To ensure any children are not missing lessons and any additional support which is being provided for them | RG/JF |  |
| To support families who are struggling | Uniform provided for those families who are struggling financially  Meal hampers delivered during lockdown  Collecting and dropping off children who live out of area as parent struggling with ill health. | For no child to feel at a disadvantage due to financial constraints | RG/JF/ST |  |
| For pupils in Reception to have age appropriate speech and language to enable them to access the curriculum | All pupils to be assessed on entry with Wellcomm by ELKLAN trained TA  Pupils referred into SALT  Programmes devised, and intervention delivered throughout the week. | During 19/20 42% of the Reception cohort required additional speech and language intervention.  During lockdown, the current reception cohort were unable to access SALT intervention and therefore started school at a disadvantage | AE/RM/KS |  |