

Pupil premium strategy statement 2020/21

Goldsborough CE Primary School

School overview

Metric	Data
School name	Goldsborough CE Primary School
Pupils in school	85
Proportion of disadvantaged pupils	7%
Pupil premium allocation this academic year	£11,310
Academic year or years covered by statement	20/21
Publish date	April 2020
Review date	July 2020 / April 2021
Statement authorised by	Zoe Pickard
Pupil premium lead	Zoe Pickard / Catherine Richards
Governor lead	Cerys Townend / Sam Parkin

Disadvantaged pupil progress scores for last academic year (2019 data) (Covid)

Measure	Score
Reading	+2.48
Writing	-1.96
Maths	-2.88

Strategy aims for disadvantaged pupils

Measure (2019 data) (Covid)	Score
Meeting expected standard at KS2 RWM	66.6% (2/3)
Reading	66.6% (2/3)
Writing	66.6% (2/3)
Maths	0% (0/3)
Achieving high standard at KS2 RWM	0%
Reading	33.3% (1/3)
Writing	0% (0/3)
Maths	0% (0/3)
	N.B. SEND overlap with PP

Measure 2020/21	Activity
<p>Priority 1</p> <p>To narrow the attainment gap between disadvantaged and non-disadvantaged pupils</p>	<p>Improve staff understanding of Adverse Childhood Experiences and embed Trauma Informed Practice in school. Staff must all be aware that children need to be in their 'upstairs brain' in order to access learning. SEMH needs come first, followed by academic needs. Emotion Coaching Strategies and Relax Kids strategies to be implemented.</p> <p>Ensure all relevant staff have received training to deliver the 'Letters and Sounds' scheme effectively. Delivered by Heather Russell – SEA – and other training from Burley Woodhead English Hub, this will ensure that disadvantaged pupils obtain the required attainment outcomes against their peers Nationally, based on the Phonics Check.</p> <p>Ensure that disadvantaged children access additional Phonics / Spelling / Reading interventions and strategies – there should be two sessions: whole class so they don't fall behind AND intervention to consolidate and fill in the gaps.</p>
<p>Priority 2</p> <p>For all disadvantaged pupils in school to make or exceed nationally expected progress rates.</p>	<p>Work with the Maths Hub (Joanne Hattersly) and English Hubs (Burley Woodhead) to ensure all progress scores for disadvantaged pupils are in the positive range at the end of KS2 in Reading, Writing and Maths.</p> <p>Ensure all staff understand how Oracy and Vocabulary work as a vital aspect of daily Teaching and Learning to close the gap. Work with Therese O'Sullivan (language specialist) as part of English Curriculum development.</p> <p>Outline curriculum progression Knowledge and Skill Milestones so that SLT and Curriculum Coordinators can track disadvantaged children across the curriculum to ensure all disadvantaged meet age related expectations (at least) in Foundation subjects.</p>
<p>Barriers to learning these priorities address</p>	<ul style="list-style-type: none"> • Ensuring that staff use evidence-based whole-class teaching interventions • Small cohorts result in skewed data. • Ensuring staff understand the importance of vocabulary and Oracy for closing the gap between disadvantaged and other groups of children and follow the concept of 'every child every day' for Oracy development. • Historically, KS1 and KS2, children are unlikely to use developed / progressive talk strategies to connect ideas and explain what is happening coherently; staff now need to embed strategies from training. • Covid has halted the consistent implementation of and impact of training delivered previously to address these gaps. • 5/6 (83.3%) disadvantaged children are SEND/ vulnerable requiring high levels of SEMH care, 1:1 GTA support (without EHCP) and 1 with additional medical needs and an EHCP. • Attendance and Punctuality issues for some children at times. <i>N.B. Attendance figures are currently good for Pupil Premium pupils -we would like to maintain this next year..</i>
<p>Projected spending</p>	<ul style="list-style-type: none"> • All staff will be able to confidently meet the specific SEMH needs of identified pupils within a classroom setting; and to target the specific knowledge and understanding needs across the curriculum through Quality First Teaching and targeted interventions. £4,200 • Enable eligible pupils to access trips and visits over and above the prescribed curriculum that will enhance their experience, improve confidence and enable them to find new skills, talents and interests to take into the next stage of their development. • All eligible pupils are fully included in all aspects of school life. £1500 • Anxiety and stress is reduced and coping strategies for individual home-life situations are embedded into the intervention programme. • Bespoke and individual strategies will be funded to meet specific needs through TA intervention. £4950 • Big Cat Scheme Starter pack of books – Reception to Y6 to ensure accelerated progression for disadvantaged pupils: £1400 <p>Total: £12,050 + cost of additional teacher for smaller class sizes to enable accelerated support for disadvantaged children.</p>

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Improved Progress Measure, in line with / better than national average progress scores in KS2 Reading	July 2021*
Progress in Writing	Improved Progress Measure, in line with / better than national average progress scores in KS2 Writing	July 2021*
Progress in Mathematics	Improved Progress Measure, in line with / better than national average progress scores in KS2 Maths	July 2021*
Phonics	Achieve national average expected standard in PSC (track disadvantaged children's progress in scores)	July 2021*
Other	Ensure attendance of disadvantaged pupils is above 95% (September 2020 - April 2021 including attendance for Remote Learning = 95.92%)	July 2021*

*No Summer 2020 SATs and announced no SATS for 2021 due to Covid disruption to education.

*Aims to continue for 2021/22.

*Disadvantaged (where SEND does not prohibit this) to pass Phonics Test by Y2.

Phonics Results November 2020: Pass = 84.7% Children who didn't pass are SEND + SEND / Disadvantaged

		Em- SEND (Pre KS Standards)	Em (WTS)	Em+ (WTS)	M- (ARE)	M (ARE)	M+ (ARE)	Ex (GD)
Pass Mark = 32/40	Score	0-10	11-21	22-31	32-33	34-35	36-37	38-40
Year 2		15.3%	0%	0%	0%	7.7%	38.5%	38.5%

Targeted academic support for current academic year for Disadvantaged Pupils.

Measure	Activity
Priority 1 Reading	<ul style="list-style-type: none"> • To ensure that the new Phonic Reading Scheme Collins Big Cat is monitored closely so that all pupils and pupils making below expected progress are identified in Target Setting meetings and additional reading opportunities are planned and delivered. • Target disadvantaged pupils using in house data and provide an allocated TA to deliver interventions. • Explore alternative assessment measure to show progress for PP / SEND children. Consider the implementation of B-Squared alongside in-house monitoring systems. • To ensure Reading opportunities are being embedded in all curriculum areas. • To ensure that children are reading each evening and logging reading in their planner; those who are not reading with support from home are reading at least twice per week with a Teacher / TA. • To create a welcoming and positive reading environment in each class and the library and to ensure children are being allowed to read in these areas and choose books to enjoy. • To ensure all children (including free readers) are reading age appropriate Big Cat books to expose them to advanced vocabulary and General knowledge. • Teachers / TAs to monitor books being read by Disadvantaged children and ensure they are reading and changing books each week. • To analyse summative assessment data and identify the children who require catch up and the specific skills / sounds / domains to focus on. • To promote a love of reading throughout school.
Priority 2 To ensure summative end of KS2 results are at, or exceed, national expectations for progress	<ul style="list-style-type: none"> • To increase capacity of adults so that they are working across cohorts from Rec to Y6 to provide a more reactive interventions resulting in positive progress gains. • To upskill support staff with appropriate approaches and pedagogy to teaching interventions. • To identify pupils who may require more targeted support on a daily basis. • To ensure all staff are trained and delivering Emotion Coaching / using Trauma Informed Practice so that children's brains are ready to learn. Continue to work with Marianne Doonan.
Barriers to learning these priorities address	<ul style="list-style-type: none"> • Pupils have been working remotely for a considerable time with all children not eligible remaining away from school during lockdown. • Pupils SEMH needs may not be currently met at home and thus mean they are not in a position to make accelerated progress. • Learning behaviours at lunchtime may need developing due to long periods of self-isolation / socialisation being limited to their class bubble.
Projected spending	<ul style="list-style-type: none"> • Additional Big Cat Books – Reception to Y6 to ensure accelerated progression for disadvantaged pupils: £1,597.50 • Additional SATPIN reading books for EYFS: £136 Additional Letters and Sounds Resources for EYFS / KS1 £436.10 • Additional TA Hours for Interventions: £500 • Teacher Intervention = £2000 • Specialist support from Therese O Sullivan – Language Development $£395 \times 6 =$ £2370 • Specialist support from Maths Mastery Hub / Writing Consultant to improve progress measures: $4 \times £395 + 6 \times £395 =$ £3950 • Smaller class sizes (4 Teachers rather than 3) and EYFS in single cohort provision to allow high quality Phonics interventions and more targeted support for children in smaller cohorts: A proportion of £36,961 + on costs • <p>Total £10,989.60 + cost of additional Teacher</p>

Wider strategies for current academic year

Measure	Activity
<p>Priority 1 To improve the progress of disadvantaged pupils and ensure they are in line with national expectations</p>	<ul style="list-style-type: none"> To identify pupils who are falling behind national averages and to provide tailored support for them in school, including tailored support for families with low attendance and / or engagement, working with key members of staff and Governors. Embed times in the day for these children to engage with structured activities such as Number Blocks / Alpha Blocks / TTRockstars / SpellingShed and to read to an adult. Data to be collected to show progress for these pupils. Due to the disadvantaged / SEND children overlap, embed the use of B-Squared to track smaller steps for these children in the areas which are weakest. Ensure that all curriculum areas have 'Working Towards' milestones and that these aspects are focused on in planning / resources / Teaching and Learning for groups of children who require it.
<p>Priority 2 To enhance pupils' cultural capital by providing a breadth of experiences</p>	<ul style="list-style-type: none"> To ensure the curriculum is balanced and carefully sequenced, and the Creative Curriculum allows opportunities for cultural development to broaden horizons beyond the small rural communities. To allow all disadvantaged children financial support where required for Educational Visits / Residential. To allow pupils to partake in visits, both virtually and in school, which build on skills and knowledge from Creative Curriculum lessons and adaptations to current restrictions caused by Covid-19 To provide greater enrichment opportunities for disadvantaged pupils. To have specific departure days for curriculum topics to engage disadvantaged pupils with the learning. To provide opportunities for children to 'see the world' and be inspired by experiences e.g. Might Zulu Nation, African Arts, Steel Drums etc. To ensure that the curriculum is awash with inspirational BAME and female figures.
<p>Barriers to learning these priorities address</p>	<ul style="list-style-type: none"> Poor attendance, including the impact of Covid-19 Lowered resilience and inability to work with their peers as they had been prior to Covid-19 Inability to focus for prolonged periods of time Ensure targeted children attend breakfast club and have access to the Learning Mentor team Covid19 measures limit visitors coming into school, experiences that can be enjoyed outside of school and the breadth of virtual platforms is not always viable.
<p>Projected spending</p>	<p>Projection for 2021/22= £7,725 TA Support for interventions - £2750 CPD – to ensure progress for disadvantaged pupils £2500 Residential / Educational visit support: £2000 Resources for bespoke interventions for disadvantage children £500 4 classes instead of 3 for reduced adult / pupil ratio – cost of MPS6 teacher</p> <p>Total = £7750 + Additional Teacher cost</p>

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given to allow staff high quality Professional Development delivered by the Maths and English Hubs / Specialist CPD to guarantee tailored lessons for disadvantaged children.	Use of INSET Days and twilight sessions. SLT PPA cover for some classes. All subject Leaders to be released for half a day every term to work with SLT. New Excel Tracker for assessment will provide subject coordinators with information for disadvantaged children to enable next steps to be bespoke.
Targeted support	Ensuring every class gets additional 'catch up' support. Reduction of the pupil / teacher ratio by having 4 classes.	Logistics of cover to enable Teachers to lead on 'Catch up' interventions for Disadvantaged pupils. Additional class reduces the pupil / teacher ratio and leads to focussed smaller group support.
Wider strategies	Engaging children and families with expectations of learning and support from home. Ensuring staff are applying their understanding of Emotion Coaching and Trauma Informed Practice. Ensuring that children in key year groups have a residential.	Working closely with families – engaging them in learning workshops and progress meetings. These have been missed due to Covid-19; parents need to see the progress made and understand next steps for their child/ren.

Review: last year's aims and outcomes

Aim	Outcome
2020/21 Spending	£12,050 + cost of additional teacher for smaller class sizes to enable accelerated support for disadvantaged children. £11,300 £750 + CPD costs for staff members + cost of additional teacher for smaller class sizes to enable accelerated support for disadvantaged children.
Priority 1: To narrow the attainment gap between disadvantaged and non-disadvantaged pupils	Impacted by Covid-19.
For all disadvantaged pupils in school to make or exceed nationally expected progress rates.	Impacted by Covid. No end of year assessments. No Phonics data Summer 2020. However, the Y2 who sat the Phonics screening in November 2020 resulted in an 84.7% pass.

TOTAL PROJECTED SPEND 2021/22	Total = £7750 + Additional Teacher cost
School to top up through school budget:	(Cost of additional teacher for smaller pupil / adult ratio)