

**SOUTH MOLTON UNITED CHURCH OF ENGLAND PRIMARY SCHOOL**

**PUPIL PREMIUM ACTION PLAN 2020-21**

This document sets out how the school intends to use its Pupil Premium Funding for the coming academic year. Please note that a number of actions are in response to the return to school after the Covid-19 school closures and funding will be used to support those children most affected by these closures. There are also at the time of writing some restrictions on how schools operate, for example extra curricular clubs and trips which may limit the extent to which we can carry out planned actions, depending on the period of time the restrictions last and any changes to these.

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| SOUTH MOLTON UNITED C of E PRIMARY SCHOOL PUPIL PREMIUM PROFILE | |
| Total number of pupils in the school | 208 |
| Total number of PP eligible pupils | 56 |
| Amount per pupil | £1345 |
| Total PP Funding | £73,335 |
| Key Contextual Factors | * Mobility – there is significant mobility within the school, with many families joining the school outside of normal transition points. This is especially true of children in receipt of PP funding. * Parental mental health and well-being and rural isolation * Deprivation and lack of access to opportunity and other services * Complex needs and SEN alongside PP |

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| **Key statements from Ofsted report(s) relating to the performance of disadvantaged pupils:** | Ofsted Inspection March 2018  School judged “Good” in all areas and “Good” Overall.  “Gaps between those pupils who are disadvantaged and others are diminishing.”  “The use of pupil premium funding is carefully monitored by governors.”  “The school’s work to promote pupil’s personal development and welfare is good. Pupils gain in self-confidence and are protected from harm. Those new to the school are well supported, so they flourish and blossom.”  “Teaching is good. Staff have consistently good subject knowledge.”  CONTEXT:  Mobility has been very significant over the last 2 years. Of the 44 children (in year 1 and above) who were eligible for PP at the end of the academic year 2019-20, 24 (55%) had joined within the last two years outside a normal transition point.  The on entry attainment profile of this group is typically below ARE and in around 25% of cases significantly so. There are also a large proportion of the group where other factors create further barriers to success. |

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| **Summary of school’s performance data:**  **Please note the impact of Covid – 19 Lockdown Measures. No published data for 2020 assessments, however, review does utilise internal school data to March 2020 to support evaluation of the impact of actions.**  **School Performance data shows that over time, attainment gaps are closing within school and against national as a result of the impact of pupil premium spending to close gaps and improve outcomes for children entitled to pupil premium. However, there is a significant impact of mobility on the profile of the PP cohort across the school.** | **Internal 2020 School Data relating to Pupil Premium Outcomes, using practice test outcomes and teacher assessment. KS2 Outcomes (11 pupils)**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | Predicted Attainment based on 2018 KS2 SATs completed early March 2020 | READING  20% GDS, PP 18%  70% EXS+ PP 64% | WRITING  17% GDS, PP 18%  75% EXS+, PP 73% | MATHS  21% GDS, PP 18%  75% EXS+ PP 73% | SPAG  17% GDS, PP 18%  71% EXS+, PP 64% |   This shows that a significant improvement in outcomes at KS2 in each subject for PP children. 54% were on track to achieve at least EXS+ in R+W+M (+24% on 2019), 64% securely on track to achieve at least EXS+ in reading (+16% on 2019), 73% securely on track to achieve at least EXS+ in writing (+16% on 2019), 73% securely on track to achieve EXS+ in maths (+21% on 2019) and 64% securely on track to achieve EXS+ in SPAG (up 20% on 2019).  At Greater Depth, there was also a significant improvement in outcomes with 18% of children securely on track to achieve GDS in each of Reading, Writing, Maths and SPAG – a significant improvement on the previous two years.  In terms of progress from KS1 to KS2, there was strong progress across. 27% of the group achieve EXS+ in R+W+M at KS1 vs the predicted 54% outcome in KS2. In reading all PP children were securely on track to make good progress from their KS1 outcome and secure at least the same outcome. 27% of children were well on track to move into at least the next band. In writing, all pupils were securely on track to make at least expected progress and 54% were on track to make better than expected and move into the next band. At KS1, just 36% of the group achieve EXS+ and by end of KS2, 73% of the group were securely on track to achieve EXS+. In maths, all children bar one were on track to at least match their KS1 outcome and 27% were on track to move into the next band.  At KS1 (9 pupils) 55% of pupils were securely on track to achieve EXS+ in R+W+M, which would be a 12% improvement on 2019. 55% were on track to achieve EXS+ in each of reading, writing and maths with GDS figures being 22%, 11% and 33% respectively.  Year 1 Phonics was likely to show a small improvement for the PP group with 70% of PP children being on track to pass at end of February 2020 (+6% on 2019).  EYFS data was on track to show a very significant improvement for the PP group with anticipated outcomes likely to have been around 60% achieving GLD. (+20% on 2019) |

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| **FOCUS** | **BARRIERS TO LEARNING** | **PUPIL PREMIUM USE AND AMOUNT ALLOCATED** | **CHOSEN STRATEGY** | **SUCCESS CRITERIA** | **HOW IMPACT WILL BE MEASURED** | **EVALUATION** |
| Reading | Lack of access to high quality texts.  Limited reading experiences.  Limited vocabulary. | £1750 per annum based on the percentage of PP children. | Devon Schools Library Service Subscription to provide Topic Boxes and regular book swaps of new titles.  Advice on “hot reads” and suggested reading lists for year groups. | Termly Topic Boxes for each class to provide high quality reading materials to support wider curriculum areas.  Accelerated Reader engaged time for PP readers. 90% of pupils above  Y3 15 mins p.d.  Y4 20 mins p.d.  Y5 and 6 25 mins p.d. | Half termly monitoring on AR.  Mentoring of children who struggle to meet target. |  |
| Reading | Limited reading at home both independently and with an adult. | £2000 per annum, Accelerated Reader subscription to support independent reading. | Accelerated Reader to monitor home reading and motivate children to read independently. | Accelerated Reader engaged time for PP readers. 90% of pupils above  Y3 15 mins p.d.  Y4 20 mins p.d.  Y5 and 6 25 mins p.d. | Half termly monitoring on AR.  Mentoring of children who struggle to meet target. |  |
| Reading | Independent reading habits not well established.  Limited Vocabulary. | 1:1 and additional small group reading for those children who do not read regularly at home.  £12,000 contribution to TA budget line to provide this. | Daily 1:1 or small group reading/phonics to support those children who are not reading regularly at home across all years. | All PP children with this additional reading support make at least expected progress with 75% making better than expected progress. | Impact measured by phase phonics assessments, book band progression, SALFORD reading age test and AR Star Reader Test Data |  |
| Reading | Lack of pre reading and limited exposure to reading at home. | £500 for story books to go home each week for parents to read with children. | Weekly story book in KS1 for all pupils. Read 5 times to build language, story and sentence structure. | Greater engagement and enjoyment of reading. | Children’s spoken language and ability to tell stories to improve. |  |
| Reading | Independent reading habits not well established.  Limited Vocabulary. | £2500 for additional hours to cover cost of fortnight 30 minute TA training sessions – 2:45-3:15pm on phonics and early reading for KS1 staff. | CPD to support high quality TA led interventions (keep up and catch up) 1:1 and in small groups. | All PP children make good progress in phonics and building early reading skills. | 85% + of Year 1 pupils pass phonics screen.  85%+ of year 2 pupils pass phonics screen  90% of Reception pupils on track to pass phonics screen. |  |
| Vocabulary | Limited vocabulary, especially more formal vocabulary, limiting understanding | No additional cost | Weekly direct teaching of vocabulary based on structured programme across the school – “Know, grow, show” | Evidence of vocabulary taught being used in children’s productive vocabulary. | Monitoring of learning shows pupils using taught vocabulary in their productive language. |  |
| Speech and Language (KS1) | Limited Vocabulary  Communication and Understanding | TALK BOOST - £500  Infant Speech and Language Link  £250 | Two interventions run by TAs to support pupils with identified needs. All children to be screened on entry. | Weekly programme ongoing through the year to support pupil’s in developing their language skills. | Outcomes measured by programmes. All children to make at least expected progress. |  |
| Speech and Language (KS2) | Limited Vocabulary  Communication and Understanding | Junior Language Link  £250  1:1 work with TA | Work with identified pupils with additional needs to develop confidence and communication skills. | Weekly programme ongoing through the year to support pupil’s in developing their language skills. | Outcomes measured by programmes. All children to make at least expected progress. |  |
| Maths | Gaps in Understanding due to missed school | Accelerated Maths for years 2-6  £1500 per annum to provide diagnostic assessment information and follow up activities. | Using STAR Maths tests and Accelerated Maths Activities to support and monitor progress of groups.  Provides in class and home learning activities to support. | Half termly STAR Maths tests to monitor progress through percentile rank and NRSS.  TAs to provide support for interventions based upon this. | 90%+ of PP pupils to make better than expected progress in PR and NRSS. |  |
| Maths | Lack of sharpness with known facts | Times Tables Rockstars subscription  £150 | Years 2-6 to support learning of times tables facts. | Monitor of progress through in class tests. | All pupils to acquire X table and associated facts. |  |
| Maths | Widened gap in attainment due to more limited support during home schooling. | 1:1 and small group pre and post teaching by class teacher and TA to ensure gaps and misconceptions are addressed – all years.  Year 6 – 1 day of additional support for maths in small groups from teacher.  £12,000 contribution to staffing budget to cover proportion of PP children. | All year groups have dedicated time when TA can provide support for this. | Monitoring of assessment data using PP and intervention tracking data. | PP and Intervention tracking shows pupils make better than expected progress and gaps narrow. |  |
| Year 2 Focus | Key aspects of learning missed at key developmental points due to Covid 19 | 0.6 HLTA in the class to enable pre-post teaching, small group and individual interventions.  0.6 HLTA salary | Specialist HLTA support for phonics and reading for all pupils working below expectations and to support narrowing of learning gaps. | 75%+ of children pass phonics screen in November  90%+ pass in June resit. | Fortnightly phonics tracking for target children.  Half termly PSC. |  |
| Year 3 Focus | Key aspects of learning missed at key developmental points due to Covid 19 | Class split into two smaller classes both led by teachers to support catch-up.  0.3 teacher salary to reflect proportion of PP pupils in the class. | Smaller class sizes to support learning. | Baseline Data for September 2020  All children to make expected progress from start points and 75% to make better than expected in R, W and M. | Half Termly Pupil Progress Meetings |  |
| Pastoral Support | Lack of confidence, emotional resilience | Attachment Based Mentoring  ELSA interventions  Pastoral Support by Key Adults. | Small group and 1:1 pastoral support for pupils | Pupils show increasing confidence in themselves and resilience in learning. | Pupil dialogues |  |
| Pastoral Support | Lack of positive learning behaviours | In class support to support learning behaviours | Small group and 1:1 pastoral support for pupils | Improved learning behaviours leading to better academic outcomes. | Pupil dialogues  Observations |  |
| Raising Aspirations | Lack of opportunity and “cultural capital” | Trips and Experiences to broaden “Cultural Capital”  £4000 to contribute towards costs to minimise cost to parents. | Each class to have at least one trip to enhance the curriculum and develop “cultural capital”. | Pupils develop understanding of locality, develop experiences and broaden experiences. | Pupil dialogues |  |
| Raising Aspirations | Limited life experiences | Trips and Experiences to develop life skills, e.g. residentials  £1000 to contribute towards costs to minimise cost to parents. | No child to miss out on trip or opportunity due to finance. | Broad range of experiences offered. |  |  |
| Home Learning Support | Lack of resources to support home learning | CGP books to provide pupils with quality home learning resources  £1000 cost. | All children to have suitable home learning materials to support their learning. | All pupils to develop good home learning habits. | Pupil dialogues and homework records |  |
| Leadership |  | Monitoring of standards and actions for vulnerable pupils.  New role of Inclusion Lead.  Half day per week leadership time to monitor. | Vulnerable pupils to be at the top of the agenda and constant focus. | Outcomes for vulnerable pupils show improvement and gaps to national narrow. | National data points. |  |