



SOUTH MOLTON UNITED CHURCH OF ENGLAND PRIMARY SCHOOL

PUPIL PREMIUM ACTION PLAN 2020-21 REVIEW

This document reviews and evaluates the impact of the school's Pupil Premium Spend during the academic year 2020-21. Please note the significant impact of the period of school closure for most pupils during the period of January 2021-March 8th 2021 alongside the challenges of working within the "class bubble" system.

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	<ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> • Parental mental health and well-being and rural isolation • Deprivation and lack of access to opportunity and other services <ul style="list-style-type: none"> • Complex needs and SEN alongside PP

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.

Summary of school's performance data:

Internal 2021 School Data relating to KS2 Pupil Premium Outcomes, using 2019 KS2 SATs papers completed under test conditions in July 2021

5 pupils - 4 were mobile pupils. One joined April 2021, one September 2020 and two others joined during year 4.
 Reading PP 20% EXS vs 65% EXS.
 Writing PP 40% EXS vs 65% EXS
 Maths PP 80% vs 78% EXS

KS1 Data

11 pupils – 3 on SEN register with complex needs + 2 more children on SEN register.
 Reading PP 36% vs 55% EXS.
 Writing PP 27% vs 52% EXS
 Maths PP 36% vs 59% EXS

Please note. Progress from Reception baseline for PP pupils. 50% achieved Reading EXS at end of reception and 40% achieved Writing EXS, 70% achieved maths. 40% of disadvantaged pupils achieved GLD. Please note the significant disruption that this cohort have had to their education as a result of school closures due to the pandemic.
 72% of PP group passed the phonics screen in November 2020 and a further 9% passed in June 2021, meaning 81% passed the phonics screen by end of year 2.

Year 1 Phonics Screen – Full PSC completed in late June 2021, using past check. 15 children.
 88% of Pupil Premium Pupils passed the PSC at end of year 1 vs 84% overall within school. This is above the normal national average.

Reception GLD - 8 pupils
 63% of PP achieved GLD vs 72% overall.

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	WRITING	MATHS	SPAG
	20% GDS, PP 18%	17% GDS, PP 18%	21% GDS, PP 18%	17% GDS, PP 18%
	70% EXS+ PP 64%	75% EXS+, PP 73%	75% EXS+ PP 73%	71% EXS+, PP 64%

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.	For Autumn Term engaged time target was met with very high engaged times. This was reduced in the second part of the spring and summer terms.
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.	Autumn Term target was met. 50% of PP pupils saw their Percentile Rank increase over the year. (They improved relative to all others)
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.	Daily 1:1 or small group reading/phonics to support those children who are not	All PP children with this additional reading support make at least expected progress	Impact measured by phase phonics assessments,	88% of disadvantaged pupils passed the year 1 phonics screening at end

		£12,000 contribution to TA budget line to provide this.	reading regularly at home across all years.	with 75% making better than expected progress.	book band progression, SALFORD reading age test and AR Star Reader Test Data	of year one. Significant improvement on reading age previous years. 81% of disadvantaged pupils in year 2 passed the phonics screen by end of year 2. Between March 2021 and July 2021, 6 pupils in year 2 receiving extra reading support made an average of 8.66 months progress in reading as measured by SALFORD Reading age test.
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.	Improved engagement with reading. Pupils in KS1 took home a weekly reading book.
Reading	Independent reading habits not well established. Limited Vocabulary.	£2500 for additional hours to cover cost of fortnight 30 minute TA training	CPD to support high quality TA led interventions (keep	All PP children make good progress in phonics and building early reading skills.	85% + of Year 1 pupils pass phonics screen.	88% of disadvantaged pupils passed the year 1 phonics

		sessions - 2:45-3:15pm on phonics and early reading for KS1 staff.	up and catch up) 1:1 and in small groups.		85%+ of year 2 pupils pass phonics screen 90% of Reception pupils on track to pass phonics screen.	screening at end of year one. Significant improvement on previous years. 81% of disadvantaged pupils in year 2 passed the phonics screen by end of year 2. Between March 2021 and July 2021, 6 pupils in year 2 receiving extra reading support made an average of 8.66 months progress in reading as measured by SALFORD Reading age test. Children in reception 85%+ are on track to pass phonics screen by end of year 1.
Vocabulary	Limited vocabulary, especially more	No additional cost	Weekly direct teaching of	Evidence of vocabulary taught	Monitoring of learning	Monitoring of Teaching and

	formal vocabulary, limiting understanding		vocabulary based on structured programme across the school - "Know, grow, show"	being used in children's productive vocabulary.	shows pupils using taught vocabulary in their productive language.	Learning showed vocabulary work well embedded in practice across the school.
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.	Progress for pupils in these interventions was all at least in line with expected, with vast majority significantly above.
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.	Progress for pupils in this intervention was significantly better than expected.
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.	Due to lockdowns training was delayed and therefore implementation was later than planned.

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.	Improved X table knowledge evident in lessons. Usage of TT Rockstars was good in most year groups.
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 6 achieved 80% at EXS, above national. Average SS improvement was +9. Assessment data using Headstart information Year 2: All made at least expected with 20% better than expected Year 3: 66% made better than expected Year 4: 50% made better than expected Year 5: 100% made better than expected.
Year 2 Focus	Key aspects of learning missed at key developmental	0.6 HLTA in the class to enable pre-post teaching, small	Specialist HLTA support for phonics and reading for all	75%+ of children pass phonics screen in November	Fortnightly phonics tracking for	72% passed in November.

	points due to Covid 19	group and individual interventions. 0.6 HLTA salary	pupils working below expectations and to support narrowing of learning gaps.	90%+ pass in June resit.	target children. Half termly PSC.	81% passed in June.
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	Progress was significant from start points. READING: Average increase in PR was +7 over year and RA improved by average of 12 months. In maths - average scaled scores increased by +5 in reasoning and arithmetic between April and July. In writing all made at least expected progress with 50% making better than expected progress.
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	Pupil dialogues	Some real individual success stories outlined in case studies.

				resilience in learning.		
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	Observations and learning walks consistently show positive learning behaviours. Four children demonstrated particular progress - years 1, 2 and 3.
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	More limited due to Covid restrictions meaning not all trips could run. Whole school trip to Hakeford Woods and reception trip to Westward Ho! Beach in summer term.
Raising Aspirations	Limited life experiences	Trips and Experiences to develop life skills, e.g. residential £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.		No child missed out on Year 6 residential due to finances. Extremely successful week.

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	Home learning packs went home and were used during the school closure period. Large proportion of disadvantaged pupils
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.	Gaps to national were narrower - Reception - 63% GLD vs 71% National NPP Year One phonics 88% vs 81% National Year 2 Phonics 81% Year 6 - 80% Maths vs 74% National