

Pupil premium strategy statement (primary)

1. Summary information					
School	Staverton C of E (VC) Primary School				
Academic Year	2020/21	Total PP budget	£87,595	Date of most recent PP Review	24.6.20
Total number of pupils	248	Number of pupils eligible for PP	53	Date for next internal review of this strategy	Sept 2020

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths		
% making progress in reading		
% making progress in writing		
% making progress in maths		

3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	Phonics and spelling attainment of pupils eligible for PP is lower than that of other pupils.	
B.	Writing attainment of pupils eligible for PP is significantly lower than that of other pupils.	
C.	Maths attainment for pupils eligible for PP is lower than that of other pupils.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Lack of support at home from a core group of parents means that children are not practicing skills such as reading and time tables at home.	
E.	Significant impact of Covid-19 pandemic on attainment and progress.	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Children eligible for PP achieve in line with non-pp pupils in phonics screening checks and SoundsWrite assessments. SWST spelling ages show PP pupils are achieving close to their chronological age.	<ul style="list-style-type: none"> • Termly SoundsWrite assessments show a reducing gap between PP and non-PP pupils. • Phonics screening checks show that PP pupils are achieving in line with expected attainment and rapid progress is achieved where pupils are falling behind.

		<ul style="list-style-type: none"> • Termly SWST test results for pupils falling behind show spelling ages that are closer to chronological ages.
B.	Pupils eligible for PP will make comparable progress in writing compared to non-pp children with the same starting points.	<ul style="list-style-type: none"> • The gap between PP and non-PP children will reduce with more PP children meeting age related expectations. • Children that are eligible for PP and are SEND make expected progress from their starting points. • Moderation of writing demonstrates an improvement in basic writing skills.
C.	Pupils eligible for PP will make comparable progress in maths compared to non-pp children with the same starting points.	<ul style="list-style-type: none"> • The gap between PP and non-PP children will reduce with more PP children meeting age related expectations. • Children that are eligible for PP and are SEND make expected progress from their starting points.
D.	Increased engagement of parents with children eligible for PP resulting in a rise in levels of home learning such as reading, spelling and times tables. Rise in participation of PP children in trips and extra-curricular activities.	<ul style="list-style-type: none"> • Increase in attendance at parents' evenings. • Children eligible for PP will be funded for trips and extra-curricular activities. • Improvement in weekly spelling scores for pupils eligible for PP. • TT Rockstars data shows increased frequency of PP eligible children accessing site at home.
E.	Attainment gap for PP children generated by the Covid disruption is rapidly closed and attainment brought back in line with expected levels.	<ul style="list-style-type: none"> • Children are assessed, gaps in learning identified and addressed through high quality teaching in class. • Targeted in-class interventions are used to close specific gaps in learning.

5. Planned expenditure

Academic year


2020/21

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
B. Pupils eligible for PP will make comparable progress in writing compared to non-pp children with the same starting points.	Deliver a series of CPD sessions which focus on writing leading to closing of gaps.	Based on data analysis and support from English advisor from Wiltshire Council, we have changed our planning and teaching of English. Training from Nikki Shering, English Advisor, will help ensure that we are delivering high quality English lessons.	Lesson observations Planning scrutiny Book scrutiny Data Analysis	English subject leader SENCO	April 2021 July 2021
A. SWST spelling ages show PP pupils are achieving close to their chronological age.	Class teachers to be trained to use the SWST test result to identify specific gaps in spelling and adapt planning to address these through quality first teaching approaches.	During book scrutinises, SLT including the English subject leader have decided to focus on improving spelling throughout the school.	Lesson observations Planning scrutiny Book scrutiny Data Analysis – SWST scores	English subject leader SENCO	April 2021 July 2021

C. Pupils eligible for PP will make comparable progress in maths compared to non-pp children with the same starting points.	Deliver a series of CPD sessions which focus on Maths leading to closing of gaps.	Maths Subject leader has identified that the use of correct mathematical language is an area for development.	Lesson observations Planning scrutiny Book scrutiny Maths data analysis	Maths Subject Leader Deputy Head SENCO	
C. Pupils eligible for PP will make comparable progress in maths compared to non-pp children with the same starting points.	Continue to develop mental arithmetic	Based on data analysis of end of year data, the SLT and Maths subject leader decided to continue to focus on these areas by continuing with regular arithmetic tests and by further training to help teachers 'keep arithmetic skills alive' by planning effective starters that include these skills. KS1 to use Numbots to help develop fluency and quick recall of number facts.	Arithmetic test data analysis White Rose arithmetic test analysis Test question level analysis Maths data analysis	Maths Subject Leader Deputy Head SENCO	
Total budgeted cost					£24,800
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. Children eligible for PP achieve in line with non-pp pupils in phonics screening checks and SoundsWrite assessments.	Additional teaching assistants to be trained to deliver SoundsWrite phonics up to and including Year 3.	Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read.	SoundsWrite assessments Lesson observations	English subject leader SENCO	April 2021 July 2021

<p>A. SWST spelling ages show PP pupils are achieving close to their chronological age.</p>	<p>Teaching assistants to be trained to deliver precision teaching by the SENS team.</p>	<p>SEND Gateway, SENS team and Educational Psychologist reports for children with SEN recommend using precision teaching. Precision teaching is an effective teaching strategy for ensuring high levels of fluency and accuracy. Carefully designed tasks allow children to practise key skills until they are fluent. It provides the mechanisms for assessing and monitoring progress which will ensure the child is learning as fast as they can.</p>	<p>Lesson observations Planning scrutiny Book scrutiny Data Analysis – SWST scores</p>	<p>English subject leader SENCO</p>	<p>April 2021 July 2021</p>
<p>A. SWST spelling ages show PP pupils are achieving close to their chronological age.</p> <p>E. Attainment gap for PP children generated by the Covid disruption is rapidly closed and attainment</p>	<p>To implement Dyslexia Gold Free trial?</p> 	<p>Dyslexia Gold is an evidence based program to help pupils who aren't making progress despite high quality phonics teaching.</p> <p>Dyslexia Gold state that Reading improves by 12 months in a term</p> <p>Spelling improves by 10.5 months in a term</p>	<p>Data Analysis from Dyslexia Gold Data Analysis SWST scores Pupil Voice</p>	<p>English subject leader SENCO</p>	<p>April 2021 July 2021</p>
<p>E. Attainment gap for PP children generated by the Covid disruption is rapidly closed and attainment brought back in line with expected levels.</p>	<p>Class teachers to take small groups of children to target key areas of learning outside of the classroom</p>	<p>The EEF found that small group teaching led by a teacher + 4 months progress.</p> <p>In class support: The evidence on within-class attainment grouping indicates that it is likely to be beneficial for all learners, providing an average benefit of three months' additional progress. However, there appears to be less benefit for lower attaining pupils than others.</p>	<p>Lesson observations Planning scrutiny Book scrutiny Data Analysis Pupil Voice</p>	<p>SENCO SLT</p>	<p>May 2021 July 2021</p>

E. Attainment gap for PP children generated by the Covid disruption is rapidly closed and attainment brought back in line with expected levels.	Teaching assistants to support small group learning.	TAs support individual pupils or small groups, which on average show moderate positive benefits. The headline figure of one additional month's progress.	Lesson observations Planning scrutiny Book scrutiny Data Analysis Pupil Voice	SENCO SLT	May 2021 July 2021
E. Attainment gap for PP children generated by the Covid disruption is rapidly closed and attainment brought back in line with expected levels.	Paired reading	Reading comprehension approaches deliver an additional six months' progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.	Book scrutiny Data Analysis Pupil Voice	SENCO SLT	May 2021 July 2021
Total budgeted cost					£52,295
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
D. Increased engagement of parents with children eligible for PP resulting in a rise in levels of home learning such as reading, spelling and times tables.	Parental workshops focusing on how to help your child at home	The EEF found that schools whose pupils do homework tend to be more successful. There is some evidence that when homework is used as a short and focused intervention it can be effective in improving students' attainment, but this is limited for primary age pupils. Parental engagement + 3 months progress Homework + 2 months	Parents Voice Children's voice Data analysis – spelling scores, reading levels	SLT Pastoral Manager	May 2021 July 2021
D. Rise in participation of PP children in trips and extra-curricular activities.	Subsidised costs of extracurricular music and sport tuition.	We wanted to ensure that PP children had the same opportunities to attend extracurricular music tuition as other children in order to help motivate their enthusiasm for learning. We chose to provide some funding for this to ensure that these children received the same opportunities	Monitoring of children receiving music and sport tuition.	Music Subject Leader SLT Sport Leader	May 2021 July 2021

		<p>Arts participation: The EEF found that Some arts activities have been linked with improvements in specific outcomes. For example, there is some evidence of a positive link between music and spatial awareness and between drama and writing. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.</p> <p>Sports Participation: The overall impact of sports participation on academic achievement tends to be positive but low (about two additional months' progress).</p>			
D. Rise in participation of PP children in trips and extra-curricular activities	Subsidised costs of school trips for PP children.	<p>We wanted to ensure that PP children had the same opportunities to attend school trips as other children in order to help motivate their enthusiasm for learning. We chose to provide some funding for school trips to ensure that this occurred.</p> <p>The EEF found that adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months' progress. There is also evidence of an impact on non-cognitive outcomes such as self-confidence.</p>	Check of children attending trips Planning monitoring e.g. activities linked to trips	SLT Finance/adm in staff	May 2021 June 2021
Total budgeted cost					£10,500

6. Review of expenditure				
Previous Academic Year		£82279		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
B. Pupils eligible for PP will make comparable progress in writing to non-PP children.	Additional teaching time to allow smaller targeted groups to be withdrawn.	Additional teaching time enabled key skills to be targeted and effect on data for some PP Year 6 children was positive. However, this was not the case for all children.	Additional teaching time to allow withdrawn groups to continue with adaptations to how the system will work with more frequent review of the children involved.	£30000
C. Pupils eligible for PP will make comparable progress in Maths to non-PP children.	Continue to development of Maths Mastery programme alongside continuous provision. Additional teaching time to allow smaller targeted groups to be withdrawn.	Approach was hampered by school closure due to corona virus outbreak, so impact on data can not be accurately determined for PP children. Gap still remains. Additional teaching time enabled key skills to be targeted and effect on data for some PP Year 6 children was positive. However, this was not the case for all children.	Re-introduce the approach next academic year to gauge full impact on data for PP children. Additional teaching time to allow withdrawn groups to continue with adaptations to how the system will work with more frequent review of the children involved.	
C. Pupils eligible for PP will make comparable progress in Maths to non-PP children.	Continue to develop mental arithmetic.	Weekly arithmetic tests have taken place and scores for PP children are steadily improving. Evidence of arithmetic based starters has helped with this, though times tables remain an issue in places. Continuous provision has been used to teach arithmetic skills but this has not had the amount of impact as expected.	TT Rockstars to be re-introduced across the whole school to strengthen time table skills particularly with PP children in Year 4 who will sit times table check. Review continuous provision as a method for improving skills for PP children.	
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

A. Pupils eligible for PP will make comparable progress to their peers in reading and comprehension skills.	Continue to develop the whole class guided reading approach where all pupils are taught higher level skills.	Amount of greater depth children across the school increasing for the second year. PP children making progress but still lag behind non-PP.	Continue approach and further develop interventions for PP children linked to the current approach.	£45000
A. Pupils eligible for PP will make comparable progress to their peers in reading and comprehension skills.	Additional TA support focussing on reading skills with PP children.	Approach was proving effective but was interrupted by the Covid-19 outbreak.	Approach will continue to allow time for outcomes to be measured. Children to be identified and targeted earlier and reviewed on a weekly basis. Gaps to be identified during these sessions.	
A. Pupils eligible for PP will make comparable progress to their peers in reading and comprehension skills.	Key year groups identified as reluctant readers to visit Trowbridge Library.	Minimal effect on data and outcomes with some classing taking part more than others. This approach has been affected by the Covid-19 outbreak. Increases in the cost of transport has also made this difficult.	Key groups to be identified and targeted. This may take the form of a different year group each term.	

iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
D. Children will be provided with additional learning opportunities within school.	Subsidised costs of school trips for PP children.	Larger proportion of PP children attended school trips including residential trip in Year 6.	Approach has been successful and will continue during this academic year.	7279
D. Children will be provided with additional learning opportunities within school.	Subsidised costs of extracurricular music and sport tuition.	Levels of music tuition continued to be high with choir, brass, guitar, violin and keyboard/piano being offered. Sports tuition was also taken up and more PP children were able to participate	Approach has been successful and will continue next year.	

7. Additional detail

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