



# St David Haigh & Aspull C. of E. Primary School

Together in God's Love: aim high, stay strong, be determined.



## Pupil Premium Grant Strategy Statement 2020-21

1. Summary Information					
School	St David Haigh & Aspull Church of England Primary School				
Academic Year	2020-21	Total PP Allocation	£40,350	Date of most recent PP Review	December 2020
Total number of pupils	112	Number of pupils eligible for PP	27	Date for next Strategy Review	April 2021

2. Barriers to educational achievement	
A	Additional needs across the age range / specific learning needs – Core Subjects.
B	Parental engagement – partnership working between home and school
C	Social and emotional barriers to learning – building and developing resilience
D	Social and economic factors including life experiences – participating in aspects of school
E	Low attendance – including focussing on punctuality
F	Access to additional professional services – needs driven

Document compiled by: Mr R Woods, Headteacher

Date to Local Governing Board: January 2021

3. Outcomes		Success criteria
<b>A</b>	Improved outcomes for children with additional English and Maths needs	<p>Identified children make accelerated progress from starting points.</p> <p>Increase percentage of children meeting the Expected Standard.</p> <p>To have in place evidenced based interventions with clear progress checks.</p> <p>To narrow the gap for children working significantly below ARE.</p>
<b>B</b>	Improved partnership with parents to support children on their learning journey	Targeted families engage and feel supported, and in turn support their children ensuring that they make good progress
<b>C</b>	Pupils with social and emotional needs show a greater resilience, which impacts on outcomes	<p>An increase in emotional well-being and resilience for targeted children to ensure they make good progress</p> <p>An improvement in attitudes to learning both in class and at home.</p>
<b>D</b>	To enable all children to participate in events, activities and after school clubs where financial contributions are required and not manageable for parents.	A fully inclusive curriculum on offer to all pupils and increased aspirations for pupils regardless of level of deprivation.
<b>E</b>	Increased attendance and punctuality rates	Reduce the number of persistent absentees among pupils eligible for PP
<b>F</b>	To support children through the funding of additional services and professionals to support pupils with social and emotional needs and/ or specific learning needs	Access to additional services to further provide support for identified specific needs

#### 4. Plan including actions, expenditure and review dates 2020-21

Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure effective implementation?	Staff Lead	Cost	Termly review
<p><b>A, B, C, E &amp; F:</b> Headteacher to carry out increased pastoral duties in ensuring partnership with families and support for children – in a Learning Mentor role.</p> <p><i>Proportional amount of HT salary.</i></p>	<p>EEF guide to pupil premium indicates that ‘Teaching’ and ongoing staff professional development has a significantly positive impact on pupils.</p>	<p>Headteacher to engage in all appropriate training in order that the pastoral / LM role can be carried out effectively.</p> <p>Policy review and implementation in respect of attendance monitoring and reducing PA in PPG group.</p>	HT	£12,667	Ongoing progress reviews and monitoring by Governor Lead.
<p><b>A, B &amp; C:</b> Maintaining small class sizes in key year groups to provide the best teaching opportunities for all children (Years 2 and 6).</p> <p><i>Proportional amounts of 2 Teacher’s salaries.</i></p>	<p>EEF guide to pupil premium indicates that ‘targeted academic support’ evidence consistently shows the positive impact on all pupils.</p>	<p>Half termly pupil progress meetings.</p> <p>Rigorous tracking of assessment – based on review and success of interventions employed by all teachers; including specific emphasis on Y2 and Y6 at interim and planned reviews to highlight successful outcomes and ensure provision is amended accordingly.</p> <p>Open door policy with parents and easy routes to access HT support in the pastoral role as planned.</p>	HT	£22,329	<p>Half termly review internal M&amp;E with SLT and CoG.</p> <p>Termly review.</p> <p>HT reports to LGB.</p>
<p><b>A, C &amp; F:</b> Learning Support Assistants leading interventions – accessing CPD appropriate to needs as identified across all year groups.</p>	<p>EEF guide to pupil premium indicates that ‘targeted academic support’ evidence consistently shows the positive impact on all pupils. This is extended to all those working to provide for identified children, inc. TAs</p>	<p>Half termly pupil progress meetings.</p> <p>Rigorous tracking of assessment – based on review and success of interventions employed.</p>	HT	£1000	<p>Half termly review internal M&amp;E.</p> <p>Termly review.</p>

<b>C &amp; D:</b> Y6 residential trip funded	EEF evidence on wider strategies (non-academic barriers) is clear to have a positive impact on pupils – allowing equitable opportunities to ‘all’ children.	Pre-residential monitoring of attitudes and confidence. Post-residential monitoring to see impact on pupils lives.	HT Residential staff attendees	£1354	Post-residential review
<b>C &amp; D:</b> Curriculum trips funded	EEF evidence on wider strategies (non-academic barriers) is clear to have a positive impact on pupils – allowing equitable opportunities to ‘all’ children.	Ensure that identified children and families are notified in advance and have access to appropriate financial support to ensure equity in access to wider curriculum experiences.	HT an teaching staff	£1000	Half termly review internal M&E.  Termly review.
<b>C &amp; D:</b> After school clubs funded	EEF evidence on wider strategies (non-academic barriers) is clear to have a positive impact on pupils – allowing equitable opportunities to ‘all’ children.	Ensure that identified children and families are notified in advance and have access to appropriate financial support to ensure equity in access to ASC experiences.	PE Subject Lead working with HT	£1000	Half termly review internal M&E.  Termly review.
<b>C &amp; D:</b> Peripatetic music lessons funded (1 per pupil per year)	EEF evidence on wider strategies (non-academic barriers) is clear to have a positive impact on pupils – allowing equitable opportunities to ‘all’ children.	Ensure that identified children and families are notified in advance and have access to appropriate financial support to ensure equity in access to chosen peripatetic music lessons.	HT and Office Manager	£1000	Half termly review internal M&E.  Termly review.
<b>TOTAL PLANNED EXPENDITURE:</b>				<b>£40,350</b>	

Current Contextual Overview – December 2020		
Year group / Cohort #	Number PP	Percentage PP
Reception / 10	0/10	0%
Year 1 / 8	3/8	38%
Year 2 / 18	5/18	28%
Year 3 / 24	4/24	17%
Year 4 / 18	7/18	39%
Year 5 / 16	5/16	31%
Year 6 / 18	4/18	22%
<b>TOTAL</b>	<b>27/112</b>	<b>24%</b>

## 5. Termly Review Information

### January 2021 (deferred from Dec 2020)

Due to the impact of ongoing COVID-19 related restrictions in respect of wider school opening and limitations on additional experiences (including access to targeted CPD for TAs; ASC for identified children; peri. Music opportunities; and curriculum trips), the review to-date is minimal as a result:

- The planned expenditure against reducing class size has had positive impact overall, considering the limited time on school for full year groups; however, the low numbers attending, targeted support and indeed even smaller class size has resulted in provision for small groups or individuals to take place across the age range.
- To date, supplementary funding (or part funding of teaching and learning resources) has been put on hold in respect of PPG allocation. This is in part due to the need for CPD opportunities in respect of need; and also the changes made to remote provision has resulted in best-value with existing subscriptions that do not require additional funding (e.g. pre-existing MS 365 school-wide account to allow MS Teams to be the preferred remote learning platform across school)
- Teaching Assistants have accessed a range on remote training that is targeted at their development of practise to enhance the learning opportunities across the school. Although this has been limited in terms of capacity of providers, the CPD accessed has had a positive impact in classrooms and staff are beginning to develop their practise as a result.
- An area of significant application has been the pastoral care and provision directly delivered and managed by the Headteacher. Specifically, as a result of the COVID-19 imposed restrictions and resulting impact on children and families (especially those with significant need), the continuing work of the Headteacher incorporates all aspects of pastoral care including:
  - EH management and lead (with the support from HLTA to liaise with outside agencies and other professional bodies as required);
  - open and ongoing email communication with families;
  - home visits (socially distanced); regular 1:1 meetings with parents / children, as required;
  - regular phone call check-ins with families;
  - identification, allocation and subsequent distribution of the DfE Tech Devices (including additionally sourced 4g WiFi routers and data SIM cards);
  - set-up and safe distribution via a 'Device Loan Agreement' at an individual level for each device on-loan;
  - monitoring the use and access to the remote learning opportunities as a result of the distribution of these devices;
  - liaising with families to troubleshoot and rectify connectivity issues;
  - delivering the best available teaching and learning to all children, with a clear focus on targeted support for those eligible for PPG funding , by continually reviewing in-school and remote provision since the return to school in September 2020;
  - facilitation of and subsequent ongoing monitoring of, the covid email inbox – this is not only for reporting and sharing positive covid results, but also for in-school provision requests, tech support, pastoral support, general covid-related questions and general help for families.
  - DSL role and related workload increases due to increasing level of pastoral need. This is in the main, in the form of: regular and ad-hoc remote / virtual Social Care meeting attendance; report production in advance or as a result of such virtual meetings; liaison with both in-school and external colleagues to enable swift action based on changing need; and the

<b>6. Termly Review Information</b>
<b>April 2021</b>
<b>7. Termly Review Information</b>
<b>July 2021</b>

<b>8. Attainment 2019</b>		
<b>Headline Measure (PPG/cohort)</b>	<b>Pupils eligible for PP</b>	<b>Pupils not eligible for PP</b>
<b>Reception (2/16)</b>		
% achieving GLD	50	79
<b>Year 1 (3/26)</b>		
Phonics Test	33	70
<b>End of KS1 - Year 2 Attainment (6/19)</b>		
% achieving expected in Reading	67	92
% achieving expected in Writing	33	62
% achieving expected in Mathematics	67	77
% achieving expected in Reading, Writing & Mathematics	33	62
<b>End of KS2 – Year 6 (7/21)</b>		
% achieving expected in Reading	0	64
% achieving expected in Writing	43	93
% achieving expected in Mathematics	29	86
% achieving expected in Reading, Writing & Mathematics	0	64
% achieving expected in GPS	14	64
% achieving national standard in reading, writing & maths (7 children PP)	0	64
% achieving the higher standard in reading, writing and mathematics	0	0
Average scaled score in Reading / Maths	90 / 95	105 / 104
Average Scaled <u>Progress</u> score in Reading / Maths	-2.8 / 0.7	1.0 / -0.5