

## Parrett and Axe CE VA Primary School - Pupil Premium 2020-21

The Pupil Premium is a government grant allocated to each pupil on free school meals, identified as a 'child looked after (CLA)' or whose parents are in the Forces. The Pupil Premium is additional funding given to schools so that they can support their disadvantaged pupils and close the attainment gap between them and their peers.

### NFER & DfE Seven building blocks of success for Pupil Premium

1. Whole-school ethos of attainment for all



Parrett and Axe CEVA Primary School has an ethos of high attainment for all pupils. Through a notion of collective responsibility, we believe that despite some barriers, there should not and will not be a ceiling on what they can achieve. Governors and Senior Leaders have reviewed the impact of previous spending and interventions and have implemented systems across the school so that in future children make rapid progress.

2. Addressing behaviour and attendance



Our school works closely with Dorset Attendance team to reduce persistent absence. Within school there is now a new system which quickly identifies children who are at risk of under achievement through non-attendance at school. Case studies demonstrate this is having strong impact with both disadvantaged children and others across the school.

3. High quality teaching for all



Our school ensures that all children experience high quality teaching both within the class and for interventions and catch up programmes. Outcomes are closely monitored by Senior Leaders with a specific focus on ensuring those who are disadvantaged are a high priority. Teachers regularly plan specific learning interventions for disadvantaged children to ensure their needs are being met both within and outside of the classroom.

4. Meeting individual learning needs



Through regular monitoring, teachers and leaders at Parrett and Axe CE VA Primary School identify errors and misconceptions in work, at the same time, finding out what interests children so that children are fully engaged in their learning. Our SENCO and other leaders work alongside class teachers to identify the next steps for all disadvantaged pupils. These are regularly reviewed and evaluated to ensure progress is being made.

5. Deploying staff effectively



School leaders plan strategically to create an ethos of collective responsibility. Performance management is rigorous and staff are held accountable. There are clear links between whole school development priorities and increasing Continuing Professional Development opportunities for all.

Our Pastoral Care Worker regularly meets with disadvantaged children in ELSA sessions.

6. Data driven and responding to evidence



Leaders and teachers have a strong understanding of the school's assessment tracking system and are able to use this information to analyse and positively discriminate for disadvantaged learners.

With a relentless focus on progress, performance targets are set and reviewed regularly, with specific measurable strategies being implemented.

7. Clear, responsive leadership



Leaders have set high aspirations for all children across the school with a specific focus for those identified as disadvantaged. They hold all staff accountable for raising attainment, rather than accepting low aspirations and variable performance. Leaders, through an ethos of collective responsibility, share their ideas and invest wholeheartedly in Continuing Professional Development. School development priorities are linked to performance management objectives and together will ensure that outcomes improve.

# Pupil premium strategy statement: Parrett and Axe CEVA Primary School

## Number of pupils and pupil premium grant (PPG) received 2021/22

<b>Number of Pupils on Role</b>	137
<b>Number of Pupils eligible for Pupil Premium</b>	36
<b>Total amount of PPG received</b>	£40,350
<b>Number of Service children (Ever 4)</b>	3
<b>Total amount of Service Grant</b>	£620
<b>Number of LAC on role</b>	1
<b>Grant for LAC</b>	

### 1. Current attainment

	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (Dorset average)</i>
<b>% making progress in reading, writing and maths</b>	80%	43%
<b>% making progress in reading</b>	80%	44%
<b>% making progress in writing</b>	96%	43%
<b>% making progress in maths</b>	84%	38%

### 2. Barriers to future attainment (for pupils eligible for PP, including high ability)

#### In-school barriers

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|-----------|--|
| <b>A.</b> | Children eligible for PP are performing at a lower rate in Reading, and SPAG than their peers.                         |
| <b>B.</b> | Children eligible for PP are performing at a lower rate in Maths than their peers.                                     |
| <b>C.</b> | High ability pupils who are eligible for PP are making less progress than other high ability pupils across the school. |

#### External barriers (*issues which also require action outside school, such as low attendance rates*)

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| <b>D.</b> | Average attendance of children eligible for PP is 94.8% (end Oct 2016) compared with 96.4% attendance across the whole school. There is still a concern about this as it reduces their school hours and causes them to fall behind on average. |
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### 3. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
	Higher rates of progress across KS2 for all children eligible for PP	<ul style="list-style-type: none"> <li>• Children eligible for PP make as much or more progress than their peers in reading, writing and maths</li> <li>• Measured in Years EYFS, 1, 2, 3, 4, 5 and 6 by teacher assessments and successful Pupil Progress Meetings based on FFT20 targets.</li> <li>• Introduction of Quality First Teaching across the school with all Pupil Premium children receiving Wave 2 intervention.</li> </ul>
	Higher rates of progress across KS2 for all children eligible for PP who are identified as high ability	<ul style="list-style-type: none"> <li>• Children eligible for PP identified as high ability make as much progress as 'other' pupils identified as high ability in maths, reading and writing.</li> <li>• Measured in Yrs EYFS, 1, 2, 3, 4, 5 and 6 by teacher assessments and successful Pupil Progress Meetings based on FFT20 targets.</li> <li>• Quality First Teaching across the school with all Pupil Premium children receiving Wave 2 intervention.</li> </ul>
	Improved attendance for children eligible for PP	<ul style="list-style-type: none"> <li>• Average attendance for children eligible for PP rises to be in line with other pupils.</li> </ul>

### How we will review the impact of the pupil premium spend in 2020-2021

The progress of pupils in reading, writing and maths at Pupil Progress Meetings and at end of key stage national measures will have closed the gap to national expectations

The percentage of pupils attaining the expected and higher level standards in reading, writing and maths.

The increase of pupils participating in a range of enrichment activities and clubs.

Whether there has been an increase in the confidence of pupils in order to volunteer for a high proportion of the opportunities on offer in school during and out of curriculum time.

The increase of pupils representing the school on sports teams and in other school events.

The percentage of pupils taking on leadership roles

Attendance figures

Reports from specialist teachers and out of school support agencies.

SENSS reports

Teacher reports

Speech and language reports

Number of pupils & pupil premium grant (PPG) received			
Total number of pupils on role		134 (January Census)	
Total number of pupils eligible for PPG		36(FSM6)	
Total amount of PPG received		£ 40,350	
Record of PPG spending by item/project 2018-19			
Item/Project	Cost	Objectives	Outcomes
Lexia Software	£4387	Reading, Short intervention on a rolling programme.	Increase reading and spelling age of average 3-6 months.
Subsidising the cost of school visits	£1140	Enable all pupils to access residential visit for outdoor and adventurous and team Building.	100% of Pupil Premium pupils attending residential visits.
CPD Training	£800	Safeguarding Courses.	To have more staff trained.
PP Maths support	£2,000	Raise pupil aspirations progress and profile of maths.	To increase above age related expectations.
PP Reading support	£3,400	Raise pupil aspirations progress and profile of reading.	To increase above age related expectations.
PP Writing support	£3,400	Raise pupil aspirations progress and profile of writing	To increase above age related expectations.
Use of TA intervention support across the school	£10,000	To increase rate of progress of pupil premium pupils.	Rate of progress across school increasing for Pupil Premium pupils.
ELSA Support for PP children	£3000	To improve in school learning behaviour for vulnerable groups.	To increase better learning and increase self-esteem resulting in better progress.
ELSA Support for PP children	£3000	Engage and support services children who need their individual needs and family situations.	Overall outcome to continue at age related or above.
After School Clubs	£800	All children have an opportunity of extra-curricular activities	
School Uniform Grant	£700		All children have good quality school uniform
Music Tuition	£200	All children have an opportunity to learn a musical instrument	
PE Kit Grant	£500	All children have an opportunity to take an active role in PE lessons	All children have good quality PE kit
Christmas Lunch	£300		

**PUPIL PREMIUM ACTION PLAN 2019-20**

**PRIORITY 1 – IMPROVE TEACHING AND LEARNING THROUGH RAISED EXPECTATIONS AND HIGHER LEVELS OF CHALLENGE**

**OUTCOMES**

- Rates of progress are accelerated for pupil premium children, from different starting points
- Greater proportions of children achieve the higher standard in writing and maths
- Pupil premium children achieve challenging targets

ACTION	LEAD	IMPACT	MONITORING (When, what, who, how, why)	EVIDENCE	EVALUATION
1a. Analysis of data to identify disadvantaged pupils who are potentially not going to make adequate progress in maths.	SS	Teachers will use October data to identify disadvantaged pupils not making at least expected progress- potential barriers identified and interventions put in place to ensure children overcome those barriers. March data entry point- an increase in progress will begin to be evident.	<p><b>Who:</b> SS ,  <b>When:</b> Head teacher Learning Walks Autumn Term  <b>What:</b> Monitor the progress and attainment of disadvantaged pupils  <b>Why:</b> To initiate conversations with teachers about any pupil who is not making progress  <b>How:</b> Data analysis for disadvantaged pupils.</p> <p><b>Who:</b> SS  <b>When:</b> Head teacher Learning Walks Autumn Term  <b>What:</b> To monitor the impact of interventions given to disadvantaged pupils-discuss at pupil progress meetings  <b>Why:</b> To assess their effectiveness in accelerating pupil's progress.  <b>How:</b> Compare interventions and impact on disadvantaged pupils progress.</p>	<p>SS report to PP lead governor following Dec, Feb, March, May and July data- identifying disadvantaged pupils not making progress.</p> <p>Impact of interventions for identified pupils discussed and monitored at pupil progress meetings.</p>	
1b. Conferencing to be implemented, enabling all teachers to work with disadvantaged pupils on specific targets for reading, writing and maths.	SS Link Governor	Disadvantaged pupils will make accelerated progress in reading, writing and maths from December data point to March data point.	<p><b>Who:</b> SS  <b>When:</b> Head teacher Learning Walks Autumn Term  <b>What:</b> To monitor teacher's evidence of conferencing and the targets set for disadvantaged pupils.                      To observe conferencing in action.  <b>Why:</b> To check targets are smart and pupils are making progress.  <b>How:</b> Monitor and observe conferencing.</p> <p><b>Who:</b> SS / PP Governor  <b>When:</b> Termly data points and Pupil Progress Meetings  <b>What:</b> To share evidence and monitoring of conferencing with the PP lead governor  <b>Why:</b> To ensure progress is being monitored and shared.  <b>How:</b> Through data analysis and data reports.</p>	<p>PP lead will inform governors of the impact of conferencing on progress of pupil premium pupils.</p> <p>SS report to PP lead governor following Dec, Feb, March, May and July data- focussing on the impact of conferencing.</p>	
1c. Disadvantaged pupils to be aware of their next steps in learning.	SS	Disadvantaged pupils will be aware of their next steps and will achieve at least 2 small targets in reading, writing and maths by end of March- ensuring they make at least expected progress in reading, writing and maths.	<p><b>Who:</b> SS  <b>When:</b> Head teacher Learning Walks Autumn Term  <b>What:</b> To undertake book, scrutiny, data, pupil interviews and observation scrutiny of disadvantaged pupil's maths, reading and writing  <b>Why:</b> To determine whether the needs of pupils are being met.  <b>How:</b> Book scrutiny, observations, learning walks, pupil interviews.</p> <p><b>Who:</b> SS  <b>When:</b> Termly data points and Pupil Progress Meetings  <b>What:</b> To assess the data of disadvantaged pupils  <b>Why:</b> To monitor attainment and progress of disadvantaged pupils and identify where extra interventions may need to be put in place.  <b>How:</b> Data analysis using data pack from PD.</p>	<p>SS to report to governor/ HT on the progress of disadvantaged pupils in reading, writing and maths following data entry in Dec, Feb, March, May and July.</p>	
1d. Raise the profile of disadvantaged pupils who were previously working at Greater Depth or have to the potential to be greater depth in reading, writing and maths.	SS SN LM	Identification of pupils with greater depth potential will ensure pupils are targeted and will begin to make necessary progress to become greater depth learners.	<p><b>Who:</b> SS ,  <b>When:</b> PP Meeting Termly  <b>What:</b> Analysis of data  <b>Why:</b> To identify the pupils who need to be pushed in order to maintain or achieve greater depth standard in reading, writing and maths  <b>How:</b> Compare current data with baseline data to identify pupils who need to be targeted for greater depth standard in writing and maths</p>	<p>Report to PP lead governor about pupils capable of achieving Greater Depth- Feb, March, May and July.</p>	

1e. Parents of disadvantaged pupils targeted to increase their involvement.	SS	Parental questionnaires will indicate level of engagement and areas of action regarding parental engagement identified.	<p><b>Who:</b> SS / PP Governor  <b>When:</b> Autumn Term 2021  <b>What:</b> Parental questionnaires  <b>Why:</b> To identify what parents wish to know, what they already know and what they would like further support in.  <b>How:</b> Questionnaire sent out to all parents- answers analysed and compared between parents of disadvantaged and non-disadvantaged pupils.</p> <p><b>Who:</b> SS / Teachers.  <b>When:</b> Spring and Summer term  <b>What:</b> Parental engagement monitored  <b>Why:</b> To monitor the attendance and support given by parents of disadvantaged pupils.  <b>How:</b> Personal invites to events for eligible parents, attendance monitored at parents evening and other events by staff and reported to pupil premium lead. Information given regularly to parents about what the children are learning to ensure they can give their children the correct support.</p>	<p>Higher attendance of disadvantaged pupil's parents at parents evening than in October.</p> <p>Higher attendance of disadvantaged pupil's parents at book looks and open afternoons. Pupils attainment and rate of progress will increase.</p>	
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**PRIORITY 2– IMPROVE THE IMPACT AND EFFECTIVENESS OF LEADERS AND MANAGERS**

- OUTCOMES
- Pupil premium leaders planning, actions and monitoring result in rising standards of achievement.
  - Quality of teaching, learning and assessment for pupil premium children is consistently good or better.
  - Actions from external review will be implemented and impact positively on data of disadvantaged pupils.

ACTION	LEAD	IMPACT	MONITORING (When, what, who, how, why)	EVIDENCE	EVALUATION
2a. Impact of conferencing monitored and evaluated, with any concerns being addressed.	SS	<p>Conferencing will have been observed- good practise seen and shared with staff.</p> <p>Increased rate of progress and attainment of disadvantaged pupils.</p>	<p><b>Who:</b> SS ,  <b>When:</b> Head teacher Learning Walks Spring Term  <b>What:</b> Observations of conferencing and good practise shared  <b>Why:</b> To identify strengths and weaknesses of conferencing. To identify and share good practise.  <b>How:</b> Observe conferencing in action and share good practise with those not using the conferencing time to their best ability.</p>	Increased rate of progress and attainment of disadvantaged pupils.	
2b. External review of Pupil premium strategies has taken place and any outcomes actioned.	SS	External review will have taken place and a plan put together, to implement any necessary actions.	<p><b>Who:</b> SS, Visiting reviewers  <b>When:</b> Spring Term  <b>What:</b> External review of PP strategies  <b>Why:</b> To identify the effectiveness of current strategies and identify any changes to be made to support the progress and attainment of disadvantaged pupils.  <b>How:</b> External reviewers will look at current strategies in place for pupil premium and assess the effectiveness of them.</p>	<p>The external review will be shared with the governing body.</p> <p>Actions as a result of the external review will be shared with relevant staff and the governing body.</p> <p>Data of disadvantaged pupils will improve.</p>	

