

## Pupil Premium Grant Strategy 2020-2021 for Mount Pleasant Primary School

Background information 2020-2021				
Total PPG budget 2020-21 - £238,065		Staff member(s) responsible - Head Teacher/DHT		
Year	Pupil Premium %	Female %	Male %	SEN %
<b>YR (62)</b>	34% (21)	57% (12)	43% (9)	2% (1)
<b>Y1 (76)</b>	41% (31)	39% (12)	61% (19)	5% (4)
<b>Y2 (82)</b>	26% (21)	38% (8)	62% (13)	5% (4)
<b>Y3 (84)</b>	38% (32)	47% (15)	53% (17)	1% (1)
<b>Y4 (70)</b>	44% (31)	48% (15)	52% (16)	3% (2)
<b>Y5 (90)</b>	33% (30)	33% (10)	67% (20)	3% (3)
<b>Y6 (75)</b>	39% (29)	55% (16)	45% (13)	4% (3)

**Attainment 2018-2019 (please note there were no statutory assessments for 2020-21 due to Covid-19)**

Year	Pupil Premium Pupils			Non-pupil premium in school			National		
1	R- 68%	W- 63%	M - 63%	R- 62%	W- 55%	M- 64%	-	-	-
2	R- 47%	W- 47%	M- 53%	R- 61%	W- 52%	M- 60%	R-75%	W-67%	M -74%
3	R- 58%	W- 53%	M- 58%	R- 69%	W- 66%	M- 71%	-	-	-
4	R- 67%	W- 56%	M- 59%	R- 74%	W- 64%	M- 62%	-	-	-
5	R- 78%	W- 78%	M- 74%	R- 89%	W- 86%	M- 88%	-	-	-
6	R- 78%	W- 80%	M- 84%	R- 80%	W- 89%	M- 81%	R- 73%	W-78%	M- 79%

**Evaluation of 2018-2019 Spending (please note there were no statutory assessments for 2020-21 due to Covid-19)**

**EYFS GLD**

- Pupils made outstanding progress from their starting points.

**Year 1 Phonics**

- Well above National at 85% compared to 82%.
- 78% of pupil premium pupils passed the screening test. (14 out of 18)

**KS1**

- End of year attainment for stable cohort above national expectations.

## KS2

- Reading for the first time is above National by 3%. Combined measure above National, of 71% compared to 65%. Maths is above National at 84% compared to 79%. The school is in the top 12% for Maths progress.
- Pupil premium pupils made 0.8 progress for the combined figure, higher than the national. Reading attainment was 74%, 1% higher than national. Writing, 78%, in line with national. Maths 87%, higher than school's non-pupil premium by 6%, as well as 7% increase for national.

Whilst there were no statutory assessments for 2019-2020 due to Covid-19, the school's assessments indicated that pupil premium spending is having a positive impact on all pupils.

- EYFS teacher assessment had an 11% increase from the previous year with all children making outstanding progress.
- KS1 teacher assessment continues showing a positive trend with attainment around national expectations.
- KS2 teacher assessment which was based on February 'mock tests' in test conditions using a previous SATs paper, indicated that children attained even higher than the previous year in all subjects and were higher than national expectations from the previous year, in particular with the combined measure.

## Contextual Information and Rationale for Spending

Although only 27% of our pupils are in receipt of pupil premium, this does not accurately reflect the disadvantage most of our pupils and families face as 90% of pupils are in the worst 10% of the IMD. Through home visits and meetings with all our new families, we take the time to understand and know our families and therefore are able to identify a number of families who are not in receipt of pupil premium but who face many financial, social and health barriers, leading to disadvantage. Given many of our families have at least one parent who cannot communicate in English; we also have communication barriers to overcome. The many barriers our pupils and families face is a driving force behind the school's vision of removing these barriers and ensuring they do not impede upon a successful education and future.

We understand and fully believe that pupils need the best possible foundation and that their early year's education is paramount to a successful future. As a result, we invest very heavily in Early Years by ensuring pupils have high quality, fully trained professionals working

with them in either whole class, small groups or 1-1 situations depending upon need. Our Early Years is further enhanced through providing pre-nursery sessions for families where positive parenting skills are shared and modeled, so children are ready to start Nursery with an excellent grounding. Furthermore, our trained staff facilitate Family Learning sessions with carefully chosen parents, again with a key purpose of providing a solid foundation for pupils and families.

The investment in Early Years continues as the children progress into Key Stage 1 with carefully deployed staff who work with pupils building upon their basic skills and identifying key children for one of our successful interventions, FFT. Further work with parents continues through attendance at phonic sessions. Our aim is for the attainment gap to narrow each year as the children progress through school so that all our pupils leave with at least expected, if not exceeding attainment levels of other pupils nationally.

The cycle of disadvantage can be a challenge to break but through receiving an excellent education this can be achieved. We firmly believe in our moral obligations of raising the attainment for all our pupils through setting high expectations and ensuring all pupils receive quality first teaching.

### **Barriers for School's Pupil Premium Pupils**

A	Oral language skills are low on entry to Nursery and School; this impacts negatively on both academic as well as other areas of learning, such as making friends.
B	Parenting skills and limited support at home, including non-English speaking families, and a limited range of experiential learning impacts upon children's skills, in particular Reading and Writing.
C	Some pupils have high levels of need relating to a range of social, emotional and educational factors.

### **Aims of the School's Pupil Premium Strategy Spending**

A	Reduce attainment gap between the school's pupil premium and others nationally.
B	Raise the in-school attainment of both pupil pupils and their peers.
C	Put strategies in place so that children are supported to manage their own emotional and social needs better.
D	Work with families to increase their confidence in supporting children at home.

## Our Approach

- Raising the attainment of all pupils – no child is left behind.
- A high-quality curriculum which ensures children are provided with basic literacy and numeracy skills, as well as a broad balanced curriculum, which challenges children to achieve their very best in all subjects.
- High quality teaching for all – continued professional development for all staff.
- An enhanced focus on children’s mental well-being, so that all children are able to better manage their emotions.
- Using data effectively - identifying gaps and checking if anyone is making slow progress and providing solutions.
- Meeting individual learning needs – what are the individual next steps, can they be addressed in class through marking and feedback and using tailored interventions?
- Deployment of staff – additional adults deployed strategically across the school.
- High quality feedback and responsive marking – all staff trained to ensure this is effective.
- Using interventions which have worked for the school, such as FFT and through regular monitoring and reviews identifying other successful interventions.
- All support staff involved in weekly planning- this provides regular professional development, and everyone is homed into the planning and data for groups of children.
- Early intervention – pre-nursery groups, home visits, access to outside agencies.
- Family learning sessions – to engage parents with children’s learning and being able to support at home.
- Reduced costs for visits, book bags and study guides so that all pupils can have full access and be fully equipped.
- Free breakfast so children can be ready to learn and are focused.

## Planned Expenditure 2020-2021

Desired Outcome	Cost	Actions/Activities	Quality teaching for all (Yes/No)	Targeted support (Yes/No)	Expected Impact
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Effective catch-up curriculum following lockdown.	1x teacher 3x HLTA (0.4) ETAs	Teachers identify key missed learning All children have an individual catch-up program Teachers plan to meet these objectives, through whole class or small group interventions.	Y	Y	85% of pupils are back on track so that lockdown impact is minimized.
Parents fully supported to support home learning (in the event of further lockdowns).	AHT Computing Lead IT technician Continue to purchase technology such as Oxford Reading Buddy/TTRS/ Educationcity/ Seesaw	Parents invited as year groups to learn about how to support their child with home learning. Parents trained in using all bought and free websites and apps such as Oxford Reading Buddy. Parents are supported to install apps on their tablets. Provide PP pupils without technology at home with old school laptops.	Y	Y	PP pupils and families are fully supported with any potential home learning, and as a result PP pupil continue to learn and make progress.
Improve oral language skills for pupils eligible for PP in EYFS.	2x TAs 2x NN	Tots sessions Experiential learning, indoors and outdoors, new woodland area Narrative therapy Additional reading sessions Language immersion	Y	Y	The gap narrows between pupil premium and non-pupil premium. Increase in self-confidence. Increase in oral language skills enables children to particulate in all areas of learning.
Improve speech and language through effective use of speech and language therapist	1x external speech and language therapist (0.5) £5000	Continue to contract Speech and language therapist Train staff in SALT strategies Baseline assessment for all pupils SALT strategies	Y	Y	Parents can support their children at home. Acquisition of language improved significantly compared to baseline.

		Parental involvement			
Higher rates of progress across KS1 for high attaining pupils eligible for PP.	1x AHT (0.4) 1x LM 1x TA	Before and after school clubs Additional Guided Reading sessions FFT interventions Parental workshops	Y	Y	
Higher rates of progress across KS2 for high attaining pupils eligible for PP.	1x AHT (0.4) 1x Teacher 2x HLTA (0.5) 1x LM TAs Staffing total cost - £180,000	Before and after school clubs with a range of interventions Additional Guided Reading sessions BRP /phonics interventions Smaller classes in Year 6 Parental workshops	Y	Y	
Improve Reading attainment across the school.	Training New guided reading books £10,000	Reciprocal reading training Good quality guided reading books purchased, including for more able pupil premium. Reading cafes Daily story time	Y	Y	Reading across the school improves and closes the gap to national. Pupil premium pupils narrow the gap with their peers. Discussions with pupils highlights a clear love of Reading.
Enhance quality of T&L through effective use of digital technologies.	Laptops -£10,000	Continue to train staff in their effective use 30x laptops for LKS2 and 15x for KS1	Y	Y	Teaching and learning is enhanced through the use of digital technologies. All pupils have access to some of the latest technologies available for primary aged pupils.
Provide strong pastoral support through a variety of means.	B Club activity workers Staffing cost of clubs £14,000 £6000	Breakfast club Lunch time clubs-homework, library, games, pshe Provide free book bags, water bottles, uniform (if needed), free study books		Y	Pupils have all the resources they need to attend school. Discussions with disadvantaged pupils indicates they are happy at school. Barriers are removed.

	Trips £5000 Resources £1000	Cost of trips are reduced so families can afford them. After school clubs			
Pupils with SEND are identified and quality provision is provided.	SENCo and SENCo support (staffing costs included above)	SEND training Reviews Outside agencies involved	Y	Y	Targets are met and all pupils make their expected progress.
Effective SEMH systems in place for all year groups.	LM CS SENCO	Staff training Deploy SEMH strategies in classroom Mentor and coach Phase 1 and phase 2 pupils requiring additional SEMH interventionism through use of ELSA	Y	Y	Pupils are better able to manage their emotions and as a result more positive mental well-being.
<b>PPG budget</b>	<b>£228,360</b>		<b>Total cost - £251,000</b>		