

Charles Saer Pupil Premium Report 2020-21

Pupil premium spending 2020-21

SUMMARY INFORMATION			
Date of most recent pupil premium review:	September 2020	Date of next pupil premium review:	September 2021
Total number of pupils:	330 (including nursery)	Total pupil premium budget:	£235,600
Number of pupils eligible for pupil premium:	170		

Current situation

School was closed for the majority of children from March 23rd 2020 due to the COVID pandemic. There were no statutory assessments undertaken during the previous academic year. Children were assessed on return to school in September to provide a baseline

Phonics for children in current Year 1 and 2

Children had undertaken phonics assessments when they were in reception and year one prior to lockdown. We have assessed the children again on return to school.

Reading for children in Year 3 - 6

Years 2 - 6 had Suffolk reading test results from December 2019. We have assessed the children again using the Suffolk reading test and compared standardised scores

Maths for children from Year 2 – Year 6

Children were assessed on the mid-year White Rose assessments for children in Years 2, 4, 5 and 6. Children in year 3 were assessed using the end of EYar 2 Key Stage assessments

Barriers to learning

Our last full Ofsted noted

- that the proportion of pupils known to be eligible for support through the pupil premium is well above average.
- That the attainment of pupils known to be eligible for free school meals is behind that of their peers in school by about a term in reading and writing and by approximately half a term in mathematics. The gap between their attainment and that of other pupils in the school is closing, particularly in mathematics. Currently, they outperform their national peers in reading and mathematics. This group of pupils makes good progress in reading, writing and mathematics. The school shows a positive commitment to the promotion of equality of opportunity and to tackling discrimination.

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	Low baseline on entry to school, particularly communication
B	Phonic attainment for pupil premium children is lower than non-pupil premium children
C	Lockdown has resulted in disadvantaged children completing or taking part in online learning.

ADDITIONAL BARRIERS

External barriers

D	Pupils and their families often have low aspirations for their futures which impacts on their motivation and commitment to learning
E	Pupils and their families have social and emotional difficulties including medical and mental health issues
F	Little home learning took place during lockdown

INTENDED OUTCOMES

Specific outcomes		Success criteria
A	Pupils with poor communication will be identified in nursery and reception and will be provided with extra support	Increased number of pupils achieve the expected standard in the communication strand at the end of reception
B	Year 1 pupils in receipt of pupil premium achieve at the same levels as non pupil premium children in the phonic screening test. Year 2 pupils in receipt of pupil premium achieve at the same levels as non pupil premium children in the additional autumn term phonic screening test.	Increased percentage of pupils achieving age related expectations at the end of each phase
C	Disadvantaged pupils will be supported to achieve age related levels in reading, writing and maths	Increased percentage of disadvantaged pupils achieving age related expectations
D	Pupils and families will show increased motivation and commitment to academic and school activities	Increase in completion of homework activities, and
E	Pupils and families with social, emotional and mental health needs will be provided with appropriate support	Pupils are able to access learning in the classroom and are making good progress due to SEMH needs being addressed
F	Pupils will be provided with curriculum related first hand experiences as well as having opportunities to take part in a wide range of extra-curricular activities which will develop cultural capital	All pupils will be able to access first-hand experience including trips and visits and all key stage 2 pupils will have the opportunity to take part in at least one extra curricular activity

Planned expenditure for current academic year 2020-21

	Action	Intended outcome	How will you make sure it's implemented well?	Staff involved	When will you review this?
A	<ul style="list-style-type: none"> • Talk Boost groups – identified nursery and reception • Hanen groups –all nursery and reception • Support from in-house speech and language assistant • PACT project • 1-1 phonics 	Pupils with poor communication will be identified in nursery and reception and will be provided with extra support	Increased number of pupils achieve the expected standard in the communication strand at the end of reception	Helen Dawson, Kerry Greenhalgh, Tracey Douglas	July 2020
B	<ul style="list-style-type: none"> • Half termly pupil progress meetings to track pupil progress • Regular book scrutinies and pupil interviews to monitor progress of identified pupils • Support for parents of identified pupils to help with homework and to be involved in their child's progress 	Disadvantaged pupils maintain levels of previous years and those who are not at age related expectations exceed previous attainment standards	Increased percentage of pupils achieving age related expectations at the end of each phase	Carolyn Thackway and class teachers	
C	<ul style="list-style-type: none"> • Moderation of greater depth pupils through school • Regular tracking of GD pupils, including book scrutinies and pupil interviews • Recognition and incentives for pupils who are achieving higher levels • Opportunities for pupils working at GD to work on shared projects with pupils from neighboring schools 	Disadvantaged pupils will be supported to achieve the higher levels in reading, writing and maths	Increased percentage of pupils achieving at the higher levels at the end of key stage 2	Carolyn Thackway, Upper Key Stage 2 team	

D	<ul style="list-style-type: none"> Registers kept of parents who attend events in order to personally encourage/invite missing parents FSW to contact families to offer support for attending workshops and events Feedback gathered from parents regarding how to make events more appealing 	Pupils and families will show increased motivation and commitment to academic and school activities	Increase in completion of homework activities, attendance at sharing/celebration events and workshops	Helen Dawson, Paula Atkinson, Mike Lees Sonia Lemon	
E	<ul style="list-style-type: none"> High quality nurture provision for pupils identified through the boxhall profile Regular pastoral meetings to identify and support parents and pupils with SEMH needs Maintain links with external agencies to support pupils and families 	Pupils and families with social, emotional and mental health needs will be provided with appropriate support	Pupils are able to access learning in the classroom and are making good progress due to SEMH needs being addressed	Julie Cameron, Laurie Webb, Sonia Lemon, Helen Deaville, Danelle Riding	
F	<ul style="list-style-type: none"> Children will be provided with a wide range of extra-curricular activities Some activities will be for identified pupils to meet a particular need i.e. girls group to build self-esteem First hand experiences will be planned to support the curriculum 	Pupils will be provided with curriculum related first hand experiences as well as having opportunities to take part in a wide range of extra-curricular activities which will develop cultural capital	All pupils will be able to access first-hand experience including trips and visits and all key stage 2 pupils will have the opportunity to take part in at least one extra-curricular activity	Helen Dawson, Paula Atkinson, Mike Lees	

ADDITIONAL INFORMATION

https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance.pdf

Family of schools data – EEF <https://educationendowmentfoundation.org.uk/tools/families-of-schools-database/charles-saer-community-primary-school-fy7-8dd/>

Ofsted next steps

Leaders and those responsible for governance should ensure that:

- Rates of attendance improve further, and the number of pupils who are persistently absent reduces, so that no groups of pupils are disadvantaged by poor attendance
- The teaching of reading continues to improve so that the most able pupils across the school make more rapid progress.

Review of expenditure from previous academic year 2019-20

PREVIOUS ACADEMIC YEAR

Total amount: £253.320

Area of spend	Intended outcomes – why these approaches are taken	Actions	Impact
Speech and Language Support	<ul style="list-style-type: none"> Identified children are given 1:1 sessions in school S&L workers attend appointments with families and follow specific programmes Levels of communication improve and difficulties are addressed at an early stage 	<ul style="list-style-type: none"> Children are correctly identified S&L support work alongside parents and professionals to improve communication skills Regular reviews of PP group progress Regular communication between speech and language support and SENCO and NHS speech therapists Teaching resources and materials – S&L support to liaise with SENCO as necessary S&L support teacher to attend relevant training 	<ul style="list-style-type: none"> End of EYFS results showed an improvement in the communication strand although children continue to enter school with a baseline which is significantly below national average Our school staff work closely with NHS speech and language to implement programmes for improving communication particularly in the early years
TA support in classes and for focused interventions	<ul style="list-style-type: none"> 1:1 and/or small group interventions planned to cater for individual needs (i.e. spelling, reading, handwriting) Support within lessons to improve understanding of learning in reading, writing and maths Consolidation of learning completed in classes – time for 	<ul style="list-style-type: none"> Regular TA meetings with SENCO – review of interventions, re-shaping of groupings and focuses, sharing of ideas and resources Teacher and SENCO review – careful planning of interventions to be completed each half term/phase 	<ul style="list-style-type: none"> Progress for children who had lower prior attainment continues to be higher than that of other groups Extra intervention with phonics meant that our end of year one screening results were close to national average TA and extra volunteers worked with children to ensure that all children were heard read on a regular basis

	<p>practise and application of skills</p> <ul style="list-style-type: none"> Continued focus on phonics for pupils who are not yet confident Careful tracking of homework – ensure regular reading takes place Priority reading with TAs if pupils are unable to read at home Pupils who are on SEN register and in receipt of PP have their individual targets reviewed regularly and aspirational targets are set for their progress 	<ul style="list-style-type: none"> TAs complete impact statements to provide evidence of outcomes and plan for next steps SENCO observe interventions and provide feedback regarding strategies, next steps, resources Clear communication between teachers and TAs – expectations within lessons TA timetables carefully planned – making best use of morning work, registration and afternoon intervention time for pre-teaching and consolidation of learning Close communication between TAs, teachers and HT to track pupils with concerning attendance and/or punctuality. HT to address concerns with parents and develop action plans as necessary 	
Funding for nurture teacher and TA	<ul style="list-style-type: none"> To provide dedicated time and support (1:1 and group) to help build pupils emotional development To improve the self-esteem, social skills and behaviour of identified pupils leading to increased confidence and attainment in the classroom Nurture provision for identified Key Stage 2 pupils with low self-esteem 	<ul style="list-style-type: none"> Nurture class every morning staffed by Teacher and TA Regular discussions between class teacher and nurture teacher to ensure a consistent understanding of pupil needs so effective support can be put in place in class Dedicated time for nurture teacher and TA to discuss and plan sessions 	<ul style="list-style-type: none"> Our nurture provision continues to go from strength to strength and is used as an example of good practice for other schools and settings The extension to Key stage 2 supported a number of pupils who had SEMH issues and enabled them to access learning in the classroom through addressing their specific needs in the group

<p>Funding for extra-curricular activities</p>	<ul style="list-style-type: none"> • Social skills are developed through participation in a range of clubs provided by the school or external providers • Pupils enjoy the experience of being at school and are keen to stay later to participate in chosen activities • Talent, skills and efforts in non-academic subjects are celebrated and develop self-confidence • Raise aspirations through new experiences 	<ul style="list-style-type: none"> • Annual analysis of number of pupils who have taken part in clubs • Staff to talk to children/parents about possible interests and available clubs 	<ul style="list-style-type: none"> • All children in Key Stage 2 were able to attend at least one club each term, many children attended more than one club • All clubs were mixed age which allowed children to • This year all staff reported increased commitment with good attendance after initial first week drop off • Many clubs enabled the children to perform in front of an audience at large venues or to participate in competitive sports • There has been an increase in the number of children taking part in activities outside school for example dancing, football, gymnastics etc.
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