

Pupil Premium Strategy Statement King Athelstan Primary School 2020-21

1. Summary information*					
School	King Athelstan Primary School				
Academic Year	2020-21	Total PP budget	£139,845	Date of most recent PP Review	February 2017
Total number of pupils	405 (R-6) 464 (incl nursery)	Number of pupils eligible for PP	97	Date for next internal review of this strategy	July 2021

2. Current attainment (July 2020 – 16 PP children in Year 6)		
*approximate school measure prior to data release	<i>Pupils eligible for PP (school)</i>	<i>All Pupils</i>
% achieving in reading, writing and maths (end of Key Stage 2 July 2020)	Due to COVID-19 and the closure of the school for the majority of pupils from March 2020, no SATs tests took place and therefore no data is available for this year.	
expected progress in reading (end of Key Stage 2 July 2020)		
expected progress in writing (end of Key Stage 2 July 2020)		
expected progress in maths (end of Key Stage 2 July 2020)		

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (issues to be addressed in school, such as poor oral language skills)	
A.	Gap in basic skills between PP children and non PP children
B.	Number of children who are PP that are also SEN / Child with Additional Needs (CAN) (e.g. in Year1-6 , there are 18 children who are also SEN (20% of PP children) , 7 of whom are in Year 6 (Oct 2020))
External barriers (issues which also require action outside school, such as low attendance rates)	
C.	Emotional barriers to learning/behaviour (increased during COVID-19)
D.	Impact of family context (e.g. parental emotional and mental health well-being) on ability of children to attend and learn effectively (increased during COVID-19)

E.	Impact of family context (e.g. financial constraints) on children's ability to broaden their life experiences (made worse by COVID-19)	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	PP children's access to the curriculum, engagement and progress throughout a lesson is supported through a creative and enriched curriculum and quality first teaching.	PP children's access to the curriculum, engagement and enjoyment in class learning tasks and progress during core curriculum (English and Maths) lessons is maximised
A./B.	For all children to make expected progress in reading <i>NB Reading was prioritised for children in school during the lockdown and children who were at home had increased access to schoolbooks however some had little support with reading at home.</i>	PP children's reading progress is maximised. Targeted interventions are regularly reviewed to ensure impact.
A.	Identified PP children's learning is supported by working on the development of in-class strategies with teachers and teaching assistants so that all PP children make expected or better than expected progress	Identified PP's children's learning is improved leading to greater progress and attainment in core curriculum subjects
A.	Targeted more able PP children have their learning extended through acting as mentors with younger PP children in daily targeted 1:1 reading support. <i>This had to be removed during lockdown due to the bubble arrangements.</i>	Targeted more able PP children's learning and confidence is extended resulting in them attaining at a greater depth
C.	Targeted PP children are 'ready to learn' through provision of Nurture Team support. <i>Including online/telephone support through lockdown.</i>	Targeted PP children's readiness to learn is maximised and maintained
D.	Parents/carers understanding of targeted PP children's needs and school provide parents/carers with strategies to support children at home through involvement of Nurture Team, PP Teacher and/or in-school Emotional Health Service (EHS) and Family Support. <i>Online during lockdown.</i>	Targeted PP children's parents/carers have a clear understanding of their children's needs and are best able to provide for these at home
E.	PP children's enjoyment and engagement in enrichment activities is supported through supported access to school clubs and educational visits and wider opportunities (e.g. music tuition in Year 4) <i>Up to the point of lockdown.</i>	Targeted PP children are able to access and engage fully in school facilitated enrichment activities

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?
<p>For all children to make at least expected progress in Reading <i>(NB adaptations during the lockdown period.)</i></p>	<p>Daily Phonics in EYFS and KS1 <i>(recorded on Google Classroom by teachers for both children in school and learning remotely)</i></p> <p>Daily hour-long whole class guided Reading sessions, which will include word and sentence level understanding and high quality inference questioning in every lesson. <i>(partly through Google Meets)</i></p> <p>All teachers to explicitly develop inference questioning skills daily, using the picture based resource (ppt) developed by SLT <i>(On hold during lockdown)</i></p> <p>High quality guided reading texts used by all year groups <i>(Partially managed through Google Meets)</i></p> <p>Each teacher will spend some of their daily curriculum time reading a high quality text aloud to their children so that children have the ability to comprehend whole texts at a higher level <i>(Partially managed through Google Meets)</i></p> <p><i>See also Catch up funding plan which prioritises phonics and reading.</i></p>	<p>Children enter school with below typical CLL, reading and writing and we therefore focus on teaching vocabulary in all subjects.</p> <p>Synthetic Phonics taught daily in EYFS and KS1 to ensure that children make expected progress. <i>(Particularly important following lockdown Spring/Summer 2021)</i></p> <p>The use of high quality texts, questioning and guided reading lesson content expectations will raise the standard of guided reading teaching <i>(Partially managed online Spring 2021)</i></p>	<p>Sharing this aim explicitly with all staff.</p> <p>CPD termly in Staff Meetings focusing on: inference questioning; reminders to teachers of expectations in GR sessions; modelling of reading activities to support writing.</p> <p>Half-termly book looks completed by SLT and feedback given to teaching staff. <i>(Outside of the lockdown period)</i></p> <p>Learning dialogs focus on phonics (KS1) and Guided reading (KS2) early in the year (autumn term) to ensure high standards. SLT and the Teaching and Learning lead follow these up and support planning or team-teach where needed.</p> <p>Half-termly whole school data analysis and pupil progress meetings. This is shared with class teachers who then review reading interventions and additional support for PP children</p> <p>Mock phonics tests are set every term to track children's progress and follow up research based interventions are put in place (Phonics 1:1) following data review. <i>(Outside of the lockdown period)</i></p>	<p>NA (Teaching and Learning Lead and English Lead)</p> <p>LR (PP Lead)</p> <p>SLT</p>	<p>Termly on receipt of whole school data.</p> <p>Pupil progress meetings take place termly.</p>
Total budgeted cost				See below	

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?
Identified lower ability/SEN PP children's basic skills in English/Maths 'gaps' are filled	School Educational Psychologist to be available to consult with staff of SEN PP pupils as well as provide direct work to support school's understanding of such children's needs Mainly online work with teacher/parents/carers during lockdown, direct work Summer 2021)	Children who have specific 'gaps' in their basic skills make better progress and close the gap in terms of their attainment and Age Related Expectations when supported to fill these gaps.	Termly Progress Meetings Termly EP planning meeting with SENCo (AHT Inclusion)	Leadership Team	Ongoing throughout the year
For all PP children to make at least expected progress in Reading	Evidence based interventions (small group or 1:1) including: Precision teaching reading and spelling, vocabulary pre-teaching. Early morning reading groups TA with reading focus from Summer 2. Phonics 1:1 interventions (phonics catch up) EYFS Communication and Language 1:1 interventions	Research from the EEF (Educational Endowment Foundations) Targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment. Some whole class and whole-school interventions have shown promise but may take longer to show results	Half-termly whole school data analysis and pupil progress meetings. PP Lead prepares schedule of PP reading interventions and termly progress from TT to assist in measuring progress. This is shared with class teachers who then review reading interventions and additional support for PP children Progress is measured against Development Matters targets termly as part of EYFS data analysis and progress meetings.	SLT, English Lead EYFS Lead/ Speech and Language Lead	Ongoing throughout the year

	<p>Teachers Liaising with parents to support learning at home</p> <p>Monitoring of attendance at parents' evenings</p> <p>All teachers to share with parents each pupil's attainment. Sharing 'what we are doing to support' and 'what you can do to support' next steps for each child.</p>		Use of Parent's evening booking system and follow up contact by office for non-attenders	SLT	Ongoing throughout the year
Targeted PP children have access to Easter booster sessions	SEN/PP children are targeted for additional teaching and SATS preparation in the Easter holidays. Due to COVID SATS were cancelled and booster clubs were put on hold	To provide continuous support in reading and maths that PP may not have access to in the holidays.	Discussion between HT, Year 6 class teachers and parents and carers	EN/LR/LD	November 2020
Targeted more able PP children have their learning extended and deepened.	Reading Buddies Scheme with KS1 children Put on hold as bubbles could not mix	Children supporting younger PP readers increases their self-esteem. Children's own reading skills improved through supporting others. They developed skills, nurturing and supporting others, which will be of benefit in their future.	Supervised by KS1 teachers and progress reviewed by upper KS2 and KS1 Teachers and by PP lead on a termly basis.	LR	Ongoing throughout the year
Total budgeted cost					See below
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?
Ensure targeted PP children are ready to learn	Provision of targeted Nurture Team support i.e. involvement in group nurture sessions, 1:1 nurture support, playground support, Pets As Therapy, forest	Children's readiness to learn is a key factor in their ability to engage with the learning in class which, in turn, has a direct link to the progress made within a lesson	Regular Inclusion Team meetings (involving SENCo/Designated Teacher for CP, Nurture Lead, EAL/SALT intervention teacher) to discuss, monitor and progress targeted children.	AG	Fortnightly Inclusion Team meetings Fortnightly Safeguarding meetings

	<p>school, drama therapy, EHS (Emotional Health Service)</p> <p>1:1 nurture support included online/telephone support throughout lockdown. Direct work Summer 2021 including Super Learning and Wellbeing days for the whole school.</p>		Ongoing dialogue between Nurture Lead and Designated Safeguarding Leads		Termly Nurture Team review with class teachers
Engage parents/carers in understanding of targeted PP children's needs and provide them with strategies to support them at home	<p>Involvement of Nurture Team and Emotional Health Service, including group work and parent support with Mental Health Service Team</p> <p>Mainly online work with teacher/parents/carers during lockdown, including additional online workshops, live and recorded, to support with anxiety and returning to school. Direct work Summer 2021</p>	Parents/carers of PP children who fully understand their children's needs are best placed to meet these needs (through advice and support). They will be able to have an impact upon their children's development in a positive manner.	The school will aim to develop and maintain good open communication with parents and carers to facilitate engagement with them and best move forward actions planned to impact positively upon their children.	AG/DR	<p>Fortnightly Inclusion Team meetings</p> <p>Fortnightly Safeguarding meetings</p> <p>Nurture feedback sessions with parents</p>
Support targeted PP children's enjoyment and engagement in enrichment experiences	<p>PP children are able to access one free after school club per term.</p> <p>Due to COVID restrictions no after-school clubs were run</p> <p>The school subsidises the cost of board and lodging for PP children going on Yr6 residential School Journey</p> <p>Year 6 attended an alternative day at Thames Young Mariners</p>	PP children, who do not usually get the chance to engage in activities provided in after school clubs because of family context and so 'miss out' on quality enrichment activities, are able to access and engage fully in school facilitated enrichment activities	<p>Targeted PP children to be offered place at one of 2 after school 'PP clubs'</p> <p>Year 6 PP children to have cost of School Journey subsidised by £50 per child</p> <p>Subsidy of £15</p>	DMcL/LR /SA	Termly review of take up of after school club places and places at 'PP clubs' ran by PP teacher Yearly review of subsidising of PP children for School Journey.

<p>Targeted PP children in EYFS have support for learning opportunities through play at lunchtimes</p>	<p>Class NNEBs are paid to provide an hour (30 minutes each) support for PP children during the lunch hour to facilitate further learning opportunities and to secure positive social experience of eating together.</p> <p>On hold during lockdown. In place during Summer 2021 in bubbles.</p>	<p>Children who are supported through play activities can better access the learning opportunities that these present</p>	<p>Sharing this aim explicitly with staff.</p>	<p>SLT</p>	<p>Yearly review of staffing</p>
<p>Children with SEN and PP funding have appropriate support to meet their needs.</p>	<p>Class teachers, the inclusion team and professionals regularly review (termly) SEND support plans and processes around these children. These strategies along with recommendations are shared with parents and carers to support continued learning at home.</p> <p>Online work with teacher/parents/carers/professionals through Google Meets</p>	<p>Identification of appropriate classroom support and strategies, and interventions and support tailored to meet needs, which are regularly reviewed and evaluated, will allow children to be able to better access learning and maximise their progress.</p>	<p>Data review and progress Meetings Termly SEND meetings between parents/carers and Class teachers</p>	<p>SLT / AG</p>	<p>Termly on receipt of whole school data.</p> <p>Pupil progress meetings take place termly.</p> <p>Fortnightly Inclusion Team meetings</p>
<p>Total budgeted cost</p>					<p>Staffing £103,124 School Journey/trip £850 Emotional Health £3,145 Music Service £467 Drama Therapy £3,600 EP Service additional 'buy in' hours £2,548 NNEB lunchtime support £3,401 Forest School £3,800 EY</p>

Review of expenditure				
Previous Academic Year		2019-20 (School closed for the majority of children from March 2020.)		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	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
<p>Daily Phonics in EYFS and KS1</p> <p>Daily hour-long whole class guided Reading sessions, which will include word and sentence level understanding and high quality inference questioning in every lesson.</p> <p>All teachers to explicitly develop inference questioning skills daily, using the picture based resource (ppt) developed by SLT</p> <p>High quality guided reading texts used by all year groups</p> <p>Each teacher will spend some of their daily curriculum time reading a high quality text aloud to their children so that children have the ability to comprehend whole texts at a higher level</p>	<p>Children enter school with below typical CLL, reading and writing and we therefore focus on teaching vocabulary in all subjects.</p> <p>Synthetic Phonics taught daily in EYFS and KS1 to ensure that children make expected progress.</p> <p>The use of high quality texts, questioning and guided reading lesson content expectations will raise the standard of guided reading teaching</p>	<p><i>On-line learning during lockdown included phonics and reading activities, including links for other sources of high quality phonics and reading materials.</i></p> <p><i>Online support for children included high quality texts read aloud by class teachers and weekly class online meets.</i></p> <p><i>Reading was prioritised for children in school during the lockdown and children who were at home had increased access to schoolbooks however some had little support with reading at home.</i></p>	Continue	See staffing costs below
ii Targeted support				
Desired outcome	Chosen action/approach	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
Identified lower ability/SEN PP children's basic skills in English/Maths 'gaps' are filled	School Educational Psychologist to be available to consult with		Continue	EP Service additional 'buy

	staff of SEN PP pupils as well as provide direct work to support school's understanding of such children's needs	<i>Mainly online work during lockdown with teachers/parents/carers during lockdown, direct work Autumn 2019</i>		in' hours £12,611
For all PP children to make at least expected progress in Reading	Evidence based interventions (small group or 1:1) including: Early morning reading groups Assembly reading small groups with teacher Phonics 1:1 –daily with teacher Reading with a trained adult volunteer Teachers Liaising with parents to support learning at home Monitoring of attendance at parents' evenings All teachers to share with parents each pupil's attainment, including written evidence for parent to take home at parent's evenings. Sharing 'what we are doing to support ' and 'what you can do to support' next steps for each child.	<i>Reading was prioritised for children in school during the lockdown and children who were at home had increased access to schoolbooks however some had little support with reading at home.</i>	Continue.	See staffing costs below
Targeted PP children have the opportunity to access tailored PP after school clubs	SEN/Lower ability PP children are targeted for involvement in after school clubs	<i>In place during Autumn 2019. On hold during lock down</i>	Continue	n/a
Targeted PP children have access to Easter booster sessions	SEN/PP children are targeted for additional teaching and SATS preparation in the Spring half term and Easter holidays	<i>This did not take place due to lockdown and cancellation of SATS</i>	Continue	n/a
Targeted more able PP children have their learning extended and deepened.	Bespoke intervention with PP teacher Reading Buddies Scheme.	<i>In place during Autumn 2019. On hold during lockdown</i>	Continue, using PP TA	See staffing costs below

lii Other approaches				
Desired outcome	Chosen action/approach	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
Ensure targeted PP children are ready to learn	Provision of targeted Nurture Team support (i.e. involvement in group nurture sessions, 1:1 nurture support, playground support, Pets as therapy, EHS (Emotional Health Service)	<i>In place Autumn 2019. Included telephone /online support during lockdown. Including weekly well-being tasks children, parents and carers</i>	Continue	Staffing £90,463 Emotional Health £673
Engage parents/carers in understanding of targeted PP children's needs and provide them with strategies to support them at home	Involvement of Nurture Team and Emotional Health Service, including group work and parent support with Clinical Psychologist.		Continue with support from Mental Health Service Team	
Support targeted PP children's enjoyment and engagement in enrichment experiences	PP children are able to access one free after school club per term. The school subsidises the cost of board and lodging for PP children going on Y6 residential School Journey	<i>In place during Autumn 2019. On hold during lockdown</i>	Continue	School Journey £600 Music Service £1260
Targeted PP children in EYFS have support for learning opportunities through play at lunchtimes	Class NNEBs are paid to provide an hour (30 mins each) support for PP children during the lunch hour to facilitate further learning opportunities and to secure positive social experience of eating together.	<i>In place during Autumn 2019. On hold during lockdown</i>	Continue	NNEB lunchtime support £3,696
Children with SEN and PP funding have appropriate support to meet their needs, identified and regularly reviewed to ensure they are able to make maximum progress.	Class teachers, the inclusion team and professionals regularly review (termly) SEND support plans and processes around these children. These strategies along with recommendations are shared with parents and carers to support continued learning at home.	<i>In place during Autumn 2019. Online work with teacher/parents/carers/professionals through Google Meets</i>	Continue	See staffing costs

6. Additional detail

King Athelstan Practice

Accelerating progress: a rationale for PP children

Our aim is to remove barriers to learning for our PP children, open up their learning and engage them in their education.

- Ensure children are ready to learn through provision of Nurture, Emotional Health and Educational Psychologist services
- Support children's development of basic skills with a focus on reading through quality first teaching and targeted evidence –based interventions
- Support children's development by working on the development of in class strategies with teachers and teaching assistants
- Support children's enjoyment and engagement in enrichment experiences through clubs and trips
- Support children's access, engagement and progress through focussed in class questioning
- Engage parents/carers in understanding of their child's needs and provide them with strategies to support them at home

Our aim is that "home-grown" PP children achieve at least National Expected Standards by the end of KS2.

Deploying staff effectively

Staff specifically supporting PP children within their roles includes 3 Nurture Team staff, TA/NNEB support in every class.

Nurture Lead role:

- Nurture development & management
- Planning
- Resource Management
- Pre-teaching of /additional support for basic skills
- Readiness to Learn
- 1:1 nurture intervention
- Pupil induction support
- Family Support referrals
- Family Liaison
- Emotional Health Service Buy in liaison : Art Therapy with Art psychologist, Group work with parents, support clinical psychologist.
- Pets As Therapy liaison
- CIN/Child protection case holder
- Designated Safeguarding Lead (Deputy)

PP children's attendance

Year	No. of PP Children	% Attendance
2014-2015	110	94.4%
2015-2016	102	94.6%
2016-2017	71	94.70%
2017-2018	86	93.7%

2018-2019	106	94.1%
2019-2020	106	93.6%
2020 -2021	136	93.7%

Data over time

Key Stage 2

2014-15 100% PP children made expected progress in Reading and Writing and all but 1 made expected progress in Maths. PP achieved 80% at the combined RWM attainment measure.

2015-16 progress was extremely poor ranging from 18% (school's own measure) to 53% for PP children and 59%-76% for non PP. Attainment ranged from 33% achieving the EXS to 61% although Teacher Assessment was higher in reading particularly, with children demonstrating stronger skills in class and practice papers.

2016-17 Attainment gap ranged from -25% to -35%. Progress in Reading was -0.3 (Vs 2.7 for "all"). Progress in writing was -1.5 (vs -1.5 for "all"). Progress in maths was much stronger at 1.6 (vs 3.2 for "all")

2017-18 The attainment gap was : Reading -18.7, Writing -39% and Maths -38.9%. However the in-year steps progress within Year 6 was greater than non-PP children.

2018-19 The attainment gap between PPG and Non PPG children was : Reading -30.2%, Writing -18.8% and Maths -18.2%. However the in-year steps progress within Year 6 continues to be greater than non-PP children in Reading and Maths.

2019-20

2020-21 *Due to COVID-19 and the closure of the school for the majority of pupils from March20, not SATS testing took place in 2020 or 2021 and therefore no data is available for these years.*

A continuing issue for many PP children is their lack of life experience and a lower level of reading. This continues to direct the school's focus of support and expenditure for 2020-21

Key Stage 1

2014-15 PP children's attainment was lower than non-PP in all subjects at the EXS (Level 2). PP attainment at exceeding the EXS (Level 3) was low. More able PP were a focus for the following year.

2015-16 progress was extremely poor ranging from 18% (school's own measure) to 53% for PP children and 59%-76% for non PP. Attainment ranged from 33% achieving the EXS to 61% although Teacher Assessment was higher in reading particularly, with children demonstrating stronger skills in class and practice papers. The greatest challenge was linked to understanding and interpretation of specific vocabulary. This has redirected the school's focus of support and expenditure.

2016-17 Attainment gap ranged from -17% to -30%.

2017-18 91% of PP children passed phonics screening (vs 81% of all), reflecting the success of support staff interventions. The attainment gap in Reading (-32%), Writing (-44%) and Maths (-44%). Science was stronger with PP broadly in line with all.

2018-19 65% (11 out of 17) of PP children passed phonics screening (vs 81% of all). The attainment gap in Reading (-25%), Writing (-24%) and Maths (-33%). PP attainment improved on the previous year at EXS (expected standard) and Greater Depth in all subjects.

2019-20

2020-21 *Due to COVID-19 and the closure of the school for the majority of pupils from March20, not SATS testing took place in 2020 or 2021 and therefore no data is available for these years.*

EYFS

2017-18 90% of PP children made a Good Level of Development in EYFS (vs 75% for all).

2018-19 67% (2 out of 3) children with PP funding in EYFS achieved GLD (Good Level of Development)

Children with PP funding made 5.2 steps progress in Prime Areas and Literacy and Maths from Autumn 1 – Summer 2. Children without PP funding made 4.9 steps progress

2019-20

2020-21 *Due to COVID-19 and the closure of the school for the majority of pupils from March 20, not SATS testing took place in 2020 or 2021 and therefore no data is available for these years.*