

Pupil premium strategy statement 2020-2021

Peckover Primary School

At Peckover Primary School, we have high aspirations and ambitions for all of our children, regardless of their backgrounds. We strongly believe that it is our duty as a school to provide a quality first education for our pupils, and to ensure children are given the support they need to reach their full potential. We recognise that some pupils may have barriers to their learning for varying reasons, however we are tenacious in ensuring that we overcome these in order for every child to become successful learners, and members of society. Since the Covid-19 school closure, disadvantaged pupils are at the heart of all we do – continuing to strive for great provision for our Pupil Premium learners.

“It’s not where you’re from, it’s where you’re going...”

1. Summary information					
School	Peckover Primary School				
Academic Year	2020/2021	Total PP budget	£142,570	Date of most recent PP Review	June 2021
Total number of pupils	424	Number of pupils eligible for PP	108 25%	Date for next internal review of this strategy	July 2021

2. Current Outcomes						
2020 Outcomes	<i>Pupils eligible for PP (Peckover School)</i>	<i>Other Pupils not eligible for PP (Peckover School)</i>	<i>Pupils eligible for PP without SEND (Peckover School)</i>	<i>All Pupils (national average)</i>	<i>Disadvantaged (national average)2020</i>	<i>Other (national average)2020</i>
% achieving in the expected standard or above in reading, writing and maths	71%	91%	100%			
% achieving expected standard or above in reading	75%	91%	100%			
% achieving expected standard or above in writing	67%	91%	100%			
% achieving expected standard or above in maths	67%	94%	100%			

3. Potential barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers	
A.	Low levels of reading among PP children at EXS (34%) and GDS (20%) across the whole school. On return to school in September 2020, there has been a noticeable widening of the gap between disadvantaged and non-disadvantaged.

B.	33% of our PP children also have SEND, so have a range of barriers to learning (multi-vulnerabilities).	
C.	Social, Emotional and Mental Health issues pre and post school closure - leading to behaviour issues and mental health issues, which impacts on some PP children's learning.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Lack of exposure to high-quality vocabulary and communication skills, due to living in an area of high deprivation, yet also due to an increase in technology.	
E.	Parent and family engagement among PP children is generally limited for a wide range of PP families. Safeguarding concerns following lockdown and school closure.	
F.	Number of pupils with persistent absence or lateness due to parental engagement	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<p>Improved progress of PP children across the school in reading, so a higher % of pupils achieve the expected standard</p> <ul style="list-style-type: none"> Attainment outcomes for PP children in reading improve, with a focus in upper KS2, where there are higher percentages of PP children. Diagnostic assessments carried out in September provide a beginning-of-year baseline on which to build. Impact assessments carried out in October/November show that gaps have started to close. Children are exposed to high quality texts. Daily non-negotiables of guided reading, reading through topics and listening to quality texts. After school catch up clubs are being held for reading are taking place, targeting those children who need it the most. Interventions are well planned, and target children to help 'close the gap' between themselves and their peers. Children are reading at home regularly. New reading incentives (bookmarks) 	<p>School data shows a narrowing in the gap in reading between those who are disadvantaged, and those who are not. PP children are used as examples of children who excel in reading and this is celebrated in the school. QLA results from the diagnostic and impact assessments show an improvement. Children have high quality reading modelled for them on a daily basis. All classes have a 'class read' that is read to them daily. PP children who attend the reading after school catch up club have made progress. Intervention records are being kept and show that children are making progress and the gap is narrowing. Children log their home reads on their bookmark each week. Children are rewarded for reading at home, and children actively choose to read at home.</p>
B.	<p>Pupils who attend with multi-vulnerabilities are well supported, and they are making good progress</p> <p><i>Due to a broad range of multiple vulnerabilities, which restrict progress and attainment for PP children, fewer children are meeting the EXS/GDS standard. This is our largest barrier in terms of our data.</i></p> <ul style="list-style-type: none"> Across the whole school, only 20% of PP children currently achieve GDS in reading. We aim to push this figure to at least 34%. Challenge becomes more visible within lessons and around the school. APDR's are in place for those children who are PP with additional vulnerabilities to support with their learning and ensure all children are making progress, in particular those who are not working at the expected standard. 	<p>Staff have a consistently high expectation for what their children can achieve and are tenacious in ensuring that this message is driven forward. The percentage of those children achieving the expected standard in reading has improved amongst PP children. All year groups monitor and track their children's progress. Termly pupil progress meetings are held to highlight those children with SEND, and to discuss what support they have in place, and if further support is needed. APDR's track small steps of progress, such as phonics and high frequency words that are at the level of those SEND children.</p>
C.	<p>Vulnerable and PP children develop strategies to support their emotional and social needs</p> <ul style="list-style-type: none"> PP SEMH children, including non-arrivals at non-standard starting points are supported to be successful in all areas of school life and ready to learn. Boxall profiles are completed for all PP children, and pastoral support observations are carried out. CPOMS records 'Think for the Future' mentor working with children who have serious behaviour concerns or SEMH needs. 	<p>Increase % of children who believe that behaviour is good at 'my school' by 15%</p> <p>Forest Schools – entry and exit data Boxall profiles</p> <p>All PP children have a completed, up to date Boxall profile that highlights any areas of need.</p> <p>Bespoke nurture groups – focussing on areas such as anxiety, anger and self-esteem.</p> <p>Reduction of Fixed Term Exclusions</p>

	<ul style="list-style-type: none"> Enhanced hours for pastoral team as part of recovery strategy. 	
D.	<p>Children have a wide vocabulary and a good understanding of high vocabulary, as well as having good communication skills</p> <ul style="list-style-type: none"> Children are exposed to high level vocabulary daily, and in guided reading sessions, new vocabulary is discussed. In all lessons, time for Kagan is allowed, encouraging communication skills All pupils are encouraged to use language structures to feedback their answers. 	<p>Weekly Mrs Wordsmith words are being taught, and children are learning new words (Tier 2) weekly. Children are able to use high level vocabulary in their writing. Children have successful conversations with other children. Children are able to explain their thinking in a clear way.</p>
E.	<p>Families are well supported by the school, and there is good communication between parents and staff. There is a good engagement from parents.</p> <ul style="list-style-type: none"> Ensure PP children are ready for school and feel safe in the school environment. Make the food bank available to all parents Provide financial support where necessary – if parents are struggling to pay for swimming/uniform/trips etc. 	<p>PP children to have the correct school uniform and be fed ready for school (Breakfast Club, Free School Meals, Free milk). Parents make use of the Uniform Swap Shop at school, and some Pupil Premium families have regular access to the school food bank. Trips and activities such as swimming are paid for where parents are struggling.</p>
F.	<p>Pupil Premium/vulnerable pupils are attending school</p> <ul style="list-style-type: none"> Ensure children attend school and arrive on time every day. Attendance is tracked rigorously for each individual child, and children with persistent absences are flagged, and strategies are put in place. Welfare team meet regularly to discuss and track attendance Breakfast club is targeted at supporting families in need, and free places are offered. 	<p>An increase in numbers of PP children who are accessing free breakfast club. Good attendance links to feeling a part of the school family. Sustain good attendance. Attendance is 96% or above.</p>

5. Planned expenditure

Academic year 2020/2021

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	Cost/When will you review implementation?
A	<p>Implement BWT Recovery Strategy:</p> <ul style="list-style-type: none"> Year groups to baseline all children Teachers to identify barriers and gaps in learning Key Leads to attend core meetings to discuss intervention and curriculum adaptations Clear and focused intervention and extra-curricular club timetables introduced with a focus on reading. <p>Reading:</p>	<p>Due to COVID-19, the DfE announced plans for schools to implement a recovery curriculum. With this in mind, BWT primaries have created a recovery strategy which aims at recovering lost learning. This has meant that as a school we have adopted a whole school approach focusing on Quality First Teaching and interventions. According to EEF, reading comprehension approaches deliver an additional six months' progress. Many</p>	<p>Termly core meetings for the English leads to be well supported in leading and reviewing their subject area.</p> <p>Reading age and reading speed assessments carried out termly to highlight any children</p>	<p>Intervention and curriculum lead (KK)</p> <p>Reading and phonics lead (SB and LT)</p>	<p>July 2021 review:</p> <p>Data in all year groups show there is still a gap in reading between those who are disadvantaged, and those who are not. Below is a breakdown of end of year data of PP children who achieved at least the expected standard vs all children.</p> <p>EYFS – 64% vs 67% Year 1 – 33% vs 55% Year 2 – 57% vs 64% Year 3 – 59% vs 59%</p>

	<p>Kagan is used by all teachers across the school, and teachers have a developed style of questioning.</p> <p>Mrs Wordsmith display set up in all KS2 classes so that children are exposed to it and vocabulary is accessible for all</p> <p>All teachers read an end of day story, carefully selected from the Pie Corbett reading spine.</p> <p>To promote a love of reading among children – using charity donations to buy all PP children new books as a Christmas present, and using 'The Masked Reader' to excite children about reading.</p>	<p>culture.” They also say, “Research also shows that reading for pleasure has a positive impact on children’s attainment in reading assessments.</p>	<p>of Kagan for communication and feedback</p>		<p>Staff meetings were delivered to all teachers during the Autumn Term, and we introduced a questioning toolkit which we now need to embed across the school. In the next academic year, we are going to follow Walk Thru’s to develop all teaching staff.</p> <p>Teachers read a quality text at the end of the day to their class.</p> <p>At Christmas 2020, all PP children were given a Christmas present which consisted of 3 books. This is something we will strive to do every year.</p>
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Total budgeted cost £50,348

ii. Targeted academic support

<p>A</p>	<p>Experienced TA’s have been placed accordingly, dependent on the year groups in most need.</p> <p>Interventions are carried out in all year groups, and teachers use QLA and data to draw up intervention timetables</p> <p>Intervention records are kept by all TA’s</p> <p>TA’s deliver in the moment feedback and address misconceptions in learning, as well as pre teach</p>	<p>“Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement.” EEF Guide to Pupil Premium</p>	<p>Observations of TA’s delivering intervention to be sure of quality</p>	<p>Intervention lead (KK)</p>	<p>QLA’s have been used by teachers to inform future planning and inform medium term plans. QLA’s have also been used by TA’s when delivering interventions.</p> <p>NTP and academic mentors have communicated with teachers to highlight gaps and this is where the staff have delivered interventions.</p>
<p>B</p>	<p>APDR’s are written for children with significant SEND needs, and these are monitored and evaluated regularly</p> <p>EHCP’s are written for pupils with significant needs</p>			<p>SENDCo (CS)</p>	<p>All PP children with SEND where the child is working at least 2 years behind their expected standard, have an APDR in place. Moving forward, staff need up to date training and allocated time to review APDR’s fortnightly.</p> <p>Across the school there are 19 EHCP’s, 7 of these children are PP. This year, we had 8 new EHCP’s approved, and 4 of these are PP.</p>

C	<p>All PP children have a completed Boxall profile and these are updated at the end of each term for teachers and the pastoral team to analyse</p> <p>Deliver Think for the Future provision for high profile children</p> <p>Use nurture groups and forest schools to support children with SEMH, as well as 1:1 time to talk</p>	<p>The BWT Recovery Strategy has identified that emotional and social needs are barriers to children's learning. It has also identified the need to have a CPA Pastoral Offer to address barriers. High numbers of vulnerability at school means that children are at concern, EHA, Targeted Support, CIN or CP level – social workers/external agencies recommend specific interventions for children.</p>	<p>Boxall profiles are monitored.</p>	<p>Inclusion manager (LT)</p>	<p>Boxall profiles have been recorded for all PP children. Teachers send records to pastoral team and PP lead – teachers need future training on highlighting targets from Boxall profiles to support PP children with SEND.</p> <p>Nurture groups have happened in year group bubbles, and 34 PP children have had access to nurture group or time2talk throughout the year. We also invited some PP children into school during the Spring term lockdown where they were deemed vulnerable.</p>
E	<p>Whole school approach to supporting all children/families have the essentials in school such as uniform, PE kit, water bottle, coat, snack and lunch.</p> <p>A food bank is available for parents when they need it which stocks a range of food and toiletries.</p> <p>Free milk and fruit is offered to all PP children every break time</p> <p>Where parents are in need, uniform and trips/swimming is paid for using PP funding.</p> <p>A record is kept to show a breakdown of individual pupil spend in terms of uniform etc.</p>		<p>Weekly Safeguarding meetings with DSLs to ensure all children are being picked up and families are being supported.</p> <p>CPOMS reviews also are audited annually to review our practises.</p>	<p>Pupil Premium Lead (SP)</p> <p>Finance manager (TE)</p>	<p>A parent reported in a parent voice questionnaire 'Food hampers helped us a lot through the hard times'.</p> <p>Throughout the school closure, we made regular phone calls to vulnerable families to check in with them, and this was vital in recognising vulnerable families to invite in to school.</p> <p>The finance manager has kept a log of all moneys spent on individual children and what that has been spent on. 2 Year 6 pupils had the cost of swimming for a term paid using PP funding. 7 PP children had new school shoes/uniform bought for them. 3 PP children had music lessons paid for using PP funding. After a parent survey, this is something we need to make easier to access and raise awareness.</p>
Total budgeted cost					£76,132
iii. Wider approaches					
F	<p>Embed whole school approach to attendance: Introduce weekly attendance meetings between DSL and EWA –</p> <p>Embed attendance tracking sheet so children can be identified instantly and families are supported</p>	<p><i>“Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support.”</i> EEF Guide to Pupil Premium</p>	<p>Weekly breakdown of attendance figures show an improvement.</p>	<p>Attendance lead (HF)</p>	<p>Each month throughout the year, our attendance tracker has been higher than the national average of 96%. Our persistent absence tracker shows we are in line with national average of 8.4% or below.</p> <p>14 Pupil Premium children have accessed breakfast club free of charge.</p>

	Breakfast Club and After School Club places allocated for PP and Vulnerable families				
Total budgeted cost					£10,688