



## A PUPIL PREMIUM STRATEGY 2020-2021

### Possible barriers to educational success:

- Significant percentage of population live in some of the most deprived areas in the country– 80% live in the most deprived 10% and 33% of those pupils live in the top 5 % most deprived area
- Figures show average of 65% Pupil Premium (PP) for previous academic year
- School has a higher proportion of SEN children than national (26% overall)
- 45% of our SEND pupils are also Pupil Premium
- Pupils have experienced 12 week school closure, for some children it was 22 weeks (including the summer break). There are significant gaps in pupils learning because of this.
- There is potential for another local lockdown or school closures and so this strategy plans funding for *if* this is to happen.
- Children have experienced a universal trauma and many have experienced anxiety, loss and bereavement during the Covid 19 pandemic.
- Language and Communication skills on entry to school are significantly lower than what would be regarded as typical for many children of a similar age
- The high proportion of children identified by school and other agencies as vulnerable and who are exposed to the wide range of risk factors that affect mental health, family unity, prosperity and educational success
- Attendance of PP could potentially be a barrier

### Success Criteria

- Comparing PP and peers shows gap is narrowing at both expected and higher levels in all key stages.
- Children with multiple needs including SEN and/or EAL show improved rates of progress
- PP figures compare favourably to National figures for all children at end of each key stage
- Data analysis for all year groups on a termly basis identifies any PP children falling behind and interventions in place
- Pupil progress action plans completed by all staff
- Questionnaire information show that Pupil Premium Children are enjoying school and are attending clubs and using our Breakfast Offer

Governors can effectively challenge the use and impact of PP funding

Website is compliant with DFE requirements:

In the previous academic year:

- how the pupil premium allocation was spent
- the impact of the expenditure on eligible and other pupils

The current academic year:

- the amount of the school's allocation of pupil premium grant
- details of the main barriers to educational achievement
- how the allocation will be spent to address the barriers and why these approaches were taken
- how the school will measure the impact of the pupil premium and the date of the next pupil premium strategy review.

Summary information			
<b>School</b>	Mount Pleasant Primary School		
<b>Academic Year</b>	2010/2021	<b>Total PP budget</b>	£184,295
<b>Total number of pupils</b>	220 (excluding nursery)	<b>Number of pupils eligible for PP</b>	137 (62%)

(No attainment for 19-20) Previous attainment 2018-2019		
<b>KS2 – 25/31 pupils were in receipt of PP (81%)</b>	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>% achieving in reading, writing and maths</b>	88%	70%
<b>KS2 progress in reading</b>	1.94	0.30 (2019 NA)
<b>KS2 making progress in writing</b>	2.13	0.20 (2019 NA)
<b>KS2 making progress in maths</b>	3.08	0.30 (2019 NA)

ACTIONS	RESOURCES	EVIDENCE SOURCE	EVIDENCE AND RATIONALE (BASED ON RESEARCH)	PROGRESS REVIEW DATE	EVALUATION By whom when	SUCCESS CRITERIA
Implement a recovery curriculum which supports pupils social and emotional needs to ensure they are ready for learning	<ul style="list-style-type: none"> <li>- Staff meeting</li> <li>- Adaptations to PSHE Curriculum</li> <li>- Work with ED Psych to ensure strategies have impact</li> </ul> <p><b>£5000</b></p>	Evidence of recovery work in PSHE books Senior leaders to monitor the pupils settling in Use Pastoral meetings to highlight any issues with individual pupils Use Pastoral meetings to discuss strategies to support those still anxious and not settled	The EEF states that 'School closures are likely to reverse progress made to close the gap in the last decade since 2011. Sustained support will be needed to help disadvantaged pupils catch up.'	Review Progress by Oct 2 <sup>nd</sup> .	EXT HT H of Sch AHT	The Recovery Curriculum has ensured pupil are settled and are now focused on their learning
Ensure Pupil Progress meetings identify, monitor and track progress and attainment of PP children and ensure the quality first	Tracking system and analysis information to ensure all information is clear.	Half termly data used at Pupil Progress Meetings identifies PP group – CD to prepare.	The EEF states that 'School closures are likely to reverse progress made to close the gap in the last decade since 2011. Sustained support will be needed to help	Review progress before half term	Data / pupil progress summaries monitoring/ work scrutiny plan set	Comparing PP and peers shows gap is narrowing at both expected and higher levels due to the

teaching will ensure PP will catch up	Time to discuss the children with the most significant gaps. Check the planning is fit for purpose	Check interventions in meetings to ensure gaps are closing Monitor the quality of teaching through learning walks and book looks	disadvantaged pupils catch up.'		out from beginning of academic year	support these pupils are getting
<p>Ensure an effective Online Curriculum is developed so those in receipt of PP do not fall behind due to bubbles closing or regional lockdowns</p> <p>Ensure the barriers are removed for those who do not have access to technology to support their learning</p>	<p>Time – Twilights and staff meetings to be used to train staff as to what expectations are moving forwards. Purchasing of online resources required for this to be effective Purchasing of laptop and dongles to remove barriers to learning</p> <p><b>£20,000</b></p>	<p>Check that the digital learning offer that is being planned is fit for purpose Platforms for each year group are developing a term ahead AHT to check the quality of the offer as it progresses</p>	<p>The EEF states that 'School closures are likely to reverse progress made to close the gap in the last decade since 2011. Sustained support will be needed to help disadvantaged pupils catch up.'</p>	<p>Review progress made for far at half term.</p>	<p>EX HT H of Sch AHT</p>	<p>The online learning offer will be of high quality. Teachers will still be able to teach digitally and give effective to move forward the pupils' learning. The pupils in receipt of PP will have the technology to be effective online learners</p>
<p>Visits and visitors used every half term to enrich curriculum offer where Covid 19 risk assessments allow</p>	<p>PP budget to subsidise costs.</p> <p><b>£10,000</b></p>	<p>Portfolios of evidence kept in classrooms – SMSC books Data tracking information</p>		termly	<p>SLT look at Data / pupil progress and work scrutiny of PP children</p>	<p>PP funding is used to enrich the experiences of the children with visits and visitors</p>
<p>Individual subsidy for residential visit.</p>	<p>Carlton Outwood Bound centre.</p> <p><b>£5500</b></p>	<p>All children have access to the residential in Y6 to develop a range of lifelong learning skills</p>	<p>The EEF states that studies of adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four months progress. There is also evidence of an impact on non-cognitive outcomes such as self-confidence.' Youth Sport Trust for Stockton identify that 21% of Y6s are overweight.</p>	<p>Annually</p>	<p>SLT – what is the benefit of the activity for the chn as they begin their final year.</p>	<p>All chn can access a weekend residential which enables them to develop a range of skills and provides them with an opportunity to build effective and sustainable relationships with teaching team and their peers.</p>

Purchase and use technology to increase the quality of learning in lessons and increasing PP access to the internet and increase the range of books that are available to children	Mathletics Times Tables Rock Stars Reading Eggs subscription. Accelerated Reader subscription APPS for iPad  <b>£5250</b>	Lesson observations Work Scrutiny Accelerated reader reports Times Tables Monitoring reports	EEF report states that 'studies consistently find that digital technology is associated with moderate learning gains: on average, an additional four months progress. And that 'there is clear evidence that digital technology approaches are more beneficial for reading, writing and mathematics practice than spelling and problem solving.'	termly	Summary of impact on standards at the end of the academic year	Comparing PP and peers shows gap is narrowing at both expected and higher levels
Families of PP children identified in Early Years and supported where appropriate	Database showing PP families Activities funded to engage parents early	EYs evidence in learning Journals and SMSC Portfolios	EEF report states that on average, 'early years interventions have an impact of five additional months progress and appear to be particularly beneficial for children from low income families.'	Ongoing	EYFS Lead and Hof Sch to monitor the impact on progress of children	Comparing PP and peers shows gap is narrowing at both expected and higher levels
Secure regular and high quality support for PP children in need of additional help	Specific resources – Accelerated reader, Code X Teaching Assistant dedicated time, additional Ed Psych provision, Specialist external support for EYFS on language and communication strategies (Talk Boost) Additional support for the children with ASD. Additional teaching support for Y6.  TAs - <b>£66500</b> Teachers - <b>£22000</b>	Data tracking shows accelerated progress PPs show focused targets, Intervention programmes and targeted pupils are diminishing the difference.	The EEF states that when teachers and TAs work together effectively this leads to increases in attainment' 'Research which focuses on teaching assistants who provide one to one or small group support show a stronger positive benefit of between three and five additional months on average. Often support is based on a clearly specified approach which teaching assistants have been trained to deliver.'	Termly	Hof Sch and Ex HT and class teachers on a termly basis  TAs demonstrating impact of intervention with SENCO	ASP shows PP data in school is at least in line with national figures  PP figures compare favourably to National figures for all children at end of each key stage

To identify those children who were classed as PA and entitled to PP.	<p>To ensure PA PP pupils are given extra intervention to ensure they keep up. To use home school mentors to meet with parents whose children are PA. To use rewards for those children with good or improving attendance</p> <p><b>£33000</b> (package to include: support with attendance and family work, support with mental and emotional wellbeing, support through early help model and attendance rewards)</p>	Weekly tracking information, meeting records and whole class attendance charts. Registers and improved attendance data. Progress meeting data linked to attendance.	The DFE's report 'The Link between absence and attainment at KS2 and KS4' recognises the more lessons a child misses their attainment starts to decline. NFER state 'one of the successful strategies that is most effective is where schools have strong processes around collecting data, this allows them to respond quickly.	Weekly	AHT and Exec HT – checks made weekly. Attendance Gov to attend half termly meetings	Strategies to improve attendance are reflected in improving figures. Intervention and catch up programmes ensures those children are still on track.
To identify all children (including PP) who do not read at home/ return books regularly and plan appropriate interventions	Breakfast Club reading time. Reading Partners and Volunteers Registers and improved attendance Teaching Assistant dedicated time	Data showing comparative between PP and all children		Reviewed half termly	Head of Sch	<p>Data shows PP data in school is at least in line with national figures</p> <p>PP figures compare favourably to National figures for all children at end of each key stage</p>
To provide quality out of hours provision which further enhances and supports PP chn's	<p>After school clubs</p> <p>Booster sessions for Y6</p>	Regular monitoring of the uptake at after school clubs/activities	The EEF states 'The evidence indicates that on average, pupils make two additional months progress	In 6 week blocks across the terms	Y6 teachers and DHT – regular checks	Gaps in learning are identified and narrowed through a bespoke offer

learning and development	<b>£9830</b>	Identify pupils prior to the SATs who require additional support or space to learn and grow	per year from extended school time and in particular through the use of before and after school programmes. There is some evidence that disadvantaged pupils benefit more, making closer to three months additional progress.'		EX HT to check test outcomes	Extended provision offered to nurture a range of skills, talents and interests
Increase opportunities for parents to come into school to share positive learning experiences	Timetable of events which encourage parents to work with their children and school.	Book Fayre each term, other planned events. Class shared activities planned to support further parental engagement.		Half termly	Head of Sch	ASP shows PP data in school is at least in line with national figures PP figures compare favourably to National figures for all children at end of each key stage
To provide support in times of crisis (personal/academic)	Funds to kept aside to support individual children in times of personal, academic need or crisis  <b>£9,000</b>	Support to be provided to ensure that children have access to relevant resources and enable them to continue accessing education.	When required (emergency funding)	When required (emergency funding)		The reserve ensures that support can be given if children require it and enables the school to expand the capacity of other professionals to support children in times of need.
<b>MILESTONES</b> Outcomes in a range of improves across each half term Data to show any PP children not making enough progress half termly Weekly attendance data shows an improvement for those children classed as disadvantaged and are in the PA category The online learning offer is effective and data shows that PP children are keeping up						

**REVIEW DATE: SEPTEMBER 2021**