

Pupil premium strategy statement

School overview

Metric	Data
School name	St Ebbes C.E.Primary School
Pupils in school	327
Proportion of disadvantaged pupils	19% (63/327)
Pupil premium allocation this academic year	£96,425
Academic year or years covered by statement	2018-2022
Publish date	November 2020
Review date	November 2021
Statement authorised by	Tina Farr
Pupil premium lead	Clare Whyles
Governor lead	Katie Doorley

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	Not published
Writing	
Maths	
Measure	Score
Meeting expected standard at KS2 (Data from 2019)	Reading 44% (7/16) Writing 50% (8/16) Maths 44% (7/16) Combined RWM 25% (4/16)
Achieving high standard at KS2 (Data from 2019)	Reading 6% (1/16) Writing 13% (2/16)

Strategy aims for disadvantaged pupils

Aim	Target	Target date
Improve engagement for PP pupils across the curriculum	Data collected from the evaluations of project work shows a positive impact on PP pupil participation Lower number of behaviour incidents recorded on CPOMs Improve attendance of PP pupils to LA average Improved parental engagement through attendance at project outcomes	July 2020-22
Improved outcomes for PP pupils in maths, reading and writing	Achieve improved progress scores in KS 2 RWM	July 2020-22
Improved speech, language and communication skills for PP pupils	Pupils eligible for PP make good progress in language skills during EYFS and year 1 meeting age related expectations and leading to improved KS2 outcomes in reading and writing	July 2020-22
Improve Phonics outcomes for PP pupils in EYFS, Years 1 and 2	Achieve improved outcomes in Phonics EYFS and Year 1 and 2 screens	July 2020-22

This year's strategy is also supported by the [Covid 19 Catch-Up Premium](#).

Teaching priorities for current academic year

Measure	Activity
Priority 1	Plan and deliver projects that engage through; narratives which emotionally invest the pupils and support memory, giving rich opportunities for speaking and listening and formulating opinions.
Priority 2	Deliver focused training on the effective use of technology and developing pupil assessment and feedback so we can identify where children are in their learning and support them from their starting points.
Barriers to learning these priorities address	Poor communication skills and limited vocabulary, low engagement, lack of continuity, relevance to own experience and home/school disconnect. Missed learning due to Covid.
Projected spending	£6,983

Targeted academic support for current academic year

Measure	Activity
<p>Priority 1</p> <p>Improved rates of progress in RWM</p>	<p>Targeted, research-based interventions in place for individuals and small groups of children to target core skills in Reading, writing and maths.</p> <p>Introduce ThirdSpaceLearning maths intervention in years 5 and 6 and Easyread reading intervention, establish Numskills maths intervention in Years 2 and 3.</p> <p>Staff running interventions will be well trained and supported.</p> <p>Clear assessments in place at the start and end of the intervention to measure impact. PP Champion and SLT will monitor progress through interventions through termly pupil progress meetings.</p> <p>Class teachers will take responsibility for liaising with adults running interventions with their c'n to ensure learning is joined up with class work.</p> <p><i>1/3 (21/63) of our PP pupils have SEND which impact on learning</i></p>
<p>Barriers to learning these priorities address</p>	<p>Missed learning due to Covid.</p> <p>Widening gap in attainment, gaps in basic skills, low language and communication skills on entry.</p>
<p>Projected spending</p>	<p>£41,339</p>

Wider strategies for current academic year

Measure	Activity
<p>Priority 1</p> <p>Social and emotional support</p>	<p>Support children with social and emotional needs by providing nurturing spaces and small group interventions.</p> <p>Support families by providing technology to use at home.</p> <p>On-going training and support for all staff on strategies for behaviour and emotional regulation and more focussed training around specific areas of need including; Autism and Attachment.</p> <p><i>68% (43/63) of our PP children also have social, emotional or mental health needs which impact on their well-being and progress.</i></p>
<p>Priority 2</p> <p>Attendance</p>	<p>Develop a clear strategy for improving attendance including; raising awareness of pupils at risk of declining</p>

	<p>attendance, structure for dealing with persistent absence, HSLW responsibility for monitoring pupils' daily attendance and following up quickly on absences, Attendance contracts in place as appropriate and monitored by inclusion team.</p> <p><i>(Continue to target walking school bus and breakfast club to children in receipt of PP to ensure good levels of attendance, punctuality and 'readiness to learn'. Not currently available due to Covid)</i></p> <p><i>Current attendance 69% of PP pupils are at >90%, last year 69% >90% Upward trend in response to Autumn term actions.</i></p>
<p>Priority 3 Home-school links</p>	<p>Communicate curriculum projects clearly to PP parents, ensure they know when outcomes are happening and encourage attendance at these events. Use additional communication, if necessary, to ensure PP parents attend parent/teacher meetings.</p> <p>HSLW to build links with families from EYFS upwards and support attendance at school events.</p> <p>Subsidy of school trips, curriculum enhancement activities and places at after-school clubs.</p>
<p>Barriers to learning these priorities address</p>	<p>Personal, social and emotional development, poor attendance and punctuality, low parental engagement.</p>
<p>Projected spending</p>	<p>£53,508</p>

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring adequate time and support is available for staff professional development.	Clear sequence of training in place and time committed in INSET, Staff meetings and release time.
Targeted support	Ensuring consistency both in frequency and quality.	Using specialist staff who are only available for intervention. Monitoring quality and impact and providing support if needed.
Wider strategies	Engaging the hardest to reach families and providing the level of expertise needed to support the most complex needs.	Full time HSLW also available through after school club to build relationships with families. Draw in external expertise to support most complex cases.

Review: last year's aims and outcomes

Aim	Outcome
Pupils eligible for PP make higher rates of progress and more of them achieve GDS in core subjects.	<p>Impact of Covid and subsequent missed school has widened the gap for many children. From Sept-March in-house progress scores (KS2) show good or better progress for;</p> <p>R 69% (34/49)</p> <p>W 39% (11/49)</p> <p>M 69% (34/49)</p>
Improved speech, language and communication skills for pupils eligible for PP leading to improved standards in reading and writing.	Due to Covid we were unable to assess how many EYFS PP pupils achieved the Early Learning Goal in <i>Listening & Attention, Understanding and Speaking</i> . This will be tracked during this academic year.
Pupils eligible for PP demonstrate good social skills and emotional literacy in their learning, friendships and interactions.	There is a significant overlap in social, emotional and mental health needs, Autism and PP. They are over represented in recorded behaviour incidents. This area will continue to be focus for PP spending.
Increased attendance rates for pupils eligible for PP.	Attendance continues to be a barrier – PP are over-represented in overall attendance and persistent absentees – continue to be a focus for PP spending and through whole school SILP.