

Deeping St James Community Primary School PP Strategy Report 2020-21

1. Summary information (PP – Pupil Premium)					
School	Deeping St James Community Primary School				
Academic Year	2020/21	Total PP budget	£58,913	Date of most recent PP Review	September 2020
Total number of pupils	212	Number of pupils eligible for PP	36	Date for next internal review of this strategy	January 2021

2. Current attainment compared to previous year and non PP children – ALL PREDICTED OUTCOMES					
% achieving national standards in reading, writing and maths (4 children)	Year 2 2020		Pupils eligible for PP (nationally)	Pupils not eligible for PP (national average) 2020 (Greater Depth for non-eligible pupils vs PP eligible pupils.)	
			2019		2020
			R – 80% (78%)	R – 75% (78%)	87% GD: 33% vs 25%
			W -80% (70%)	W -50% (70%)	75% GD: 29% vs 25%
		M – 60% (77%)	M – 50% (77%)	79% GD: 29% vs 0%	

Please note that each child is worth 25%. There are significant improvements in the performance of PP children this year due to targeted interventions.

3. Attainment compared to previous year and non PP children - ALL PREDICTED OUTCOMES					
% achieving national standards in reading, writing and maths – PP children compared to non- PP children.	Year 6 2020		Pupils eligible for PP	Pupils not eligible for PP (national average) 2020 (Greater Depth for non-eligible pupils vs PP eligible pupils.)	
			2019		2020
			R 67%	R 100%	87% (GD 31% vs 33%)
			W 67%	W 83%	92% (GD 27% vs 0%)
		M 50%	M 83%	88% (GD 35% vs 33%)	

FSM – E6/Non FSM PROGRESS

	Reading				Writing				Maths			
	KS1		KS2		KS1		KS2		KS1		KS2	
	EXE+	GD	EXE+	GD	EXE+	GD	EXE+	GD	EXE+	GD	EXE+	GD
Non-FSM	73%	31%	87%	31%	69%	15%	92%	27%	69%	27%	88%	35%
FSM/E6	75%	0%	100%	33%	50%	0%	67%	0%	75%	0%	83%	33%

Due to no SATS data, there is no comparisons of standardised scores, but comparing the cohorts results at KS1 and then at KS2 gives good indications of very positive progress.

**One child is worth 17% and 1 out of the 6 children were on the SEND register.
 Attainment and progress show some very positive improvements due to targeted support.
 % of PP children achieving GD better than last year in maths and reading and the same in writing - this is an area for improvement.**

Report on Success Criteria from last year:

Target for GD at the end of KS1 - R/W/M – 27%/16%/20%

Actual: R/W/M – 25%/25%/0% (Good in reading and writing but 1 child off maths target.)

Target for GD at the end KS2 – R/W/M – 23%/18%/20%

Actual: R/W/M – 33%/0%/33% (Very good for reading and maths, but 1 child off writing target)

1. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers

A.	At KS1/KS2, although numbers are low, children eligible for PP have not achieved “Greater Depth” in KS1 maths and KS2 writing in the percentages that they are nationally.
B.	Ensuring that in year data analysis is used more effectively to target PP children.
C.	Certain children are underachieving, or effort levels fluctuate.

External barriers

D.	Engagement of parents.
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2. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Raise the percentage of middle/high ability PP children achieving Greater Depth in the end of Key Stage tests by focussing on barriers to learning for maths in KS1 and Writing in KS2.	Achieving the national percentage of PP children achieving Greater Depth at the end of KS1/KS2 in maths and writing respectively.
B.	Ensuring that intervention work dovetails more effectively into normal classwork and is driven by the class teacher with effective monitoring and feedback from the TA.	Children needing extra support make accelerated progress.
C.	Using assertive mentoring programme, and other social and emotional programmes to raise self-esteem and tackle underachievement. Using this alongside work on SILT (Self – motivated Independent Learning Time) and increased focus on creative planning.	Underachievement is reduced, and social and emotional well-being and motivation to learn is improved so that these children reach the standard that is expected of them.
D.	To focus on parental engagement through close monitoring of progress of the key elements of reading, writing and maths and regular meetings with parents.	Parents are more engaged and empowered to help and support their children at home.

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3. 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?
Raise the percentage of middle/high ability PP children achieving Greater Depth in the end of Key Stage tests by focussing on barriers to learning for maths in KS1 and Writing in KS2.	Using PiXL diagnostic assessments and targeted back up work in maths, Targeting PP children throughout the school to ensure that barriers to learning are broken down. More effective communication with parents re progress.	Seen to work in other schools and in trials of it in our school. Evidence from Year 6 and Year 2 data analysis.	SEND co – monitoring progress of PP children through pupil progress meetings. Observations and analysis of the effectiveness of intervention work.	IW/SD/AT/LR	At PP pupil/SEND pupil progress Through SEND Gov review meetings. Through data lock down meetings. £14,891
To tackle underachievement and maximise learning potential.	Using assertive mentoring programme. Using this alongside work on SILT (Self –motivated Independent Learning Time) and increased focus on creative planning. “Friends” programme. Parental communication through meetings/e-mails on progress.	Experience from undertaking this in the past and from evidence from other schools.	Termly report to parents and monitoring of SEND governor.	IW/LR	End of each term.
Total budgeted cost					£38, 530

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?
Ensuring that intervention work dovetails more effectively into normal classwork and is driven by the class teacher with effective monitoring and feedback from the TA.	<p>Interventions are pinpointed at specific objectives – IMPACT PROFORMA developed for TAs to feedback to class teacher – linking outcomes to next steps.</p> <p>SEND co-ordinator to monitor interventions and assess effectiveness of provision (meeting with TAs) each termlet.</p>	Most effective way to set specific targets for children making slower than expected progress and to link objectives with key classroom learning objectives.	Report from SEND co-ordinator to the headteacher and SEND Governor. Feedback at Governor Meetings.	LR/IW	January 2021
Total budgeted cost					Part of expenditure above.
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?
To focus on parental engagement through close monitoring of progress of the key elements of reading, writing and maths and communication with parents about progress through progress meetings.	<p>Involve parents through the production of Information booklets and workshops including targeting specific parents.</p> <p>More time given to PP children within Parental Consultations to discuss targets.</p>	Research suggests parental engagement boosts performance. Experience from undertaking projects in other schools and research.	Headteacher / Teacher report to the governing body.	IW/AT/SD /LR	Termly
Total budgeted cost					£500

4. Additional detail

In addition to the above, the school ensures that the children eligible to Pupil Premium have an enriched curriculum. All children are entitled to take up a musical instrument, lessons paid for through the funding. They are supported financially to take part in a range of school trips and the potential of two residential trips throughout their time at our school. School uniform is purchased for those who need it and specific subscriptions are paid for including Aquila, National Geographic and some computer programmes to help interventions.

Total budgeted cost	£11,300
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This strategy will be reviewed at Governor's Meetings through our Curriculum and Standards Committee and then at the Full Governing Body Meetings.