

Pupil premium strategy statement (primary)

1. Summary information					
School	Scarning Primary School				
Academic Year	2020/21	Total PP budget	£100,600	Date of most recent PP Review	28/9/20
Total number of pupils	421	Number of pupils eligible for PP	94	Date for next internal review of this strategy	5/1/21

2. Current attainment (Based on 2019 SATs - no SATs due to COVID in 2019)		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	47	58
Progress in reading	-1.6	-3.4
Progress in writing	-2.6	-1.1
Progress in maths	-4.7	-0.6

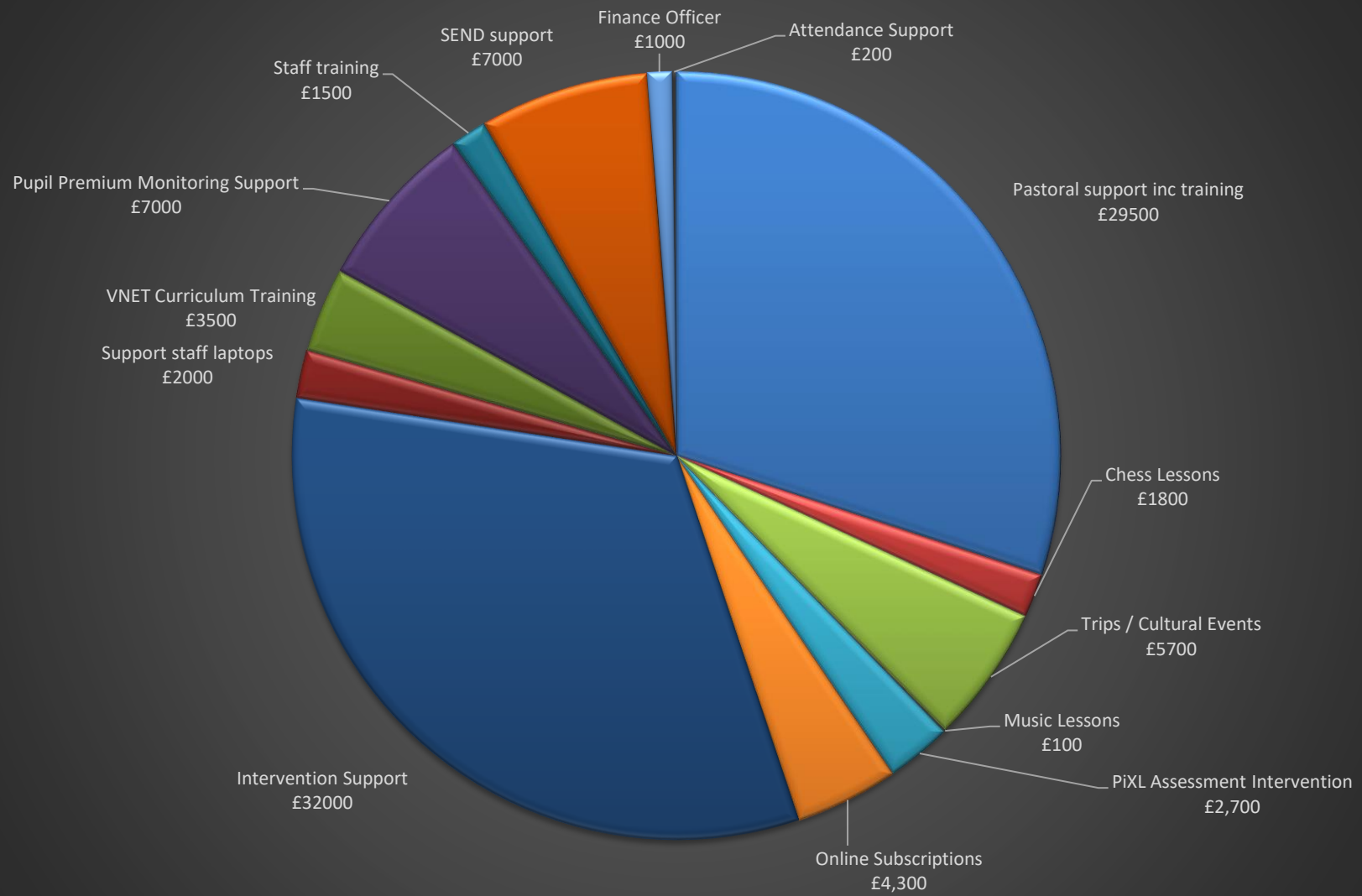
Anticipated attainment (Based on 2019 in house assessments)		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	57	74
Progress in reading	-0.3	0.3
Progress in writing	-0.1	-0.1
Progress in maths	0.3	0.4

In-school tracking (APS = Average PITA Score) Feb 20 (No end of year assessments due to COVID 19)		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP</i>
APS Reading	4.88	5.88
APS Writing	4.7	5.59
APS Maths	4.95	5.8
Progress Reading	0.1	-0.2
Progress Writing	0.3	-0.1
Progress Maths	0.3	0

1. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	Pupils lack the meta-cognitive strategies needed to autonomously drive their own learning, by reflecting and independently checking, editing and improving.	
B.	Assessed Behaviour for Learning is poorer for those pupils who are eligible for PP support.	
C.	Reading comprehension strategies appear weaker for pupils who are eligible for pupil premium. A strong reading culture appears less developed in PP children.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Further support needed for pupils experiencing difficult events within home-life.	
2. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Pupils across KS2 will ensure metacognitive strategies are embedded within class teaching, and are honed during interventions. These strategies will be built in across the curriculum and evident across all subjects. Big Writes will evidently have increased pupil editing amongst pupils eligible for pupil premium.	Pupils will display stronger metacognitive strategies across KS2 which will be observable in lessons and interventions. Pupils will become more prolific particularly at editing their own 'Big Writes.' Average PITA attainment across the school will rise from 4.7 to 4.9.
B.	Increase in number of male pupils eligible for pupil premium being deemed as having good behaviours for learning.	Currently 69% of boys eligible for pupil premium have good behaviours for learning. This is in contrast to 86% of the girls, and an overall of 81% of non PP pupils (both sexes). This figure will rise to 79% for PP boys.
C.	PiXL reading interventions will be used across key stage 2 to support reading comprehension strategies with pupils reading confidence and enjoyment increasing as a result.	Progress for PP pupils will increase from 0 in reading to 0.2 as metacognitive and reading comprehension strategies are applied.
D.	Further support implemented for pupils experiencing difficult events within home-life. This will include the development of a wider pastoral team including an inclusion lead and medical lead.	To further build on the success of positive behaviour within the school community. The percentage of PP pupils deemed as having good or excellent behaviour within the school community will increase to 81%, in line with non PP pupils.

3. Planned expenditure					
Academic year	20/21				
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?
A, B	Further CPD for staff (teachers and teaching assistants) on Metacognition across the curriculum.	Metacognition and self-regulation show up as having high impact at low cost, based on extensive studies. Cascading this good practice had begun last year but was cut short with school closures. In school achievements however included recent art projects on Austin's Butterfly and the power of redrafting in art work. We have also recently cascaded the practice of modelling the redrafting and editing of Big Writes throughout the school. This had an impressive impact, and was observed at a recent KS2 moderation as being hugely beneficial to the pupils. Pupil premium boys will be a focus for interventions incorporating elements of metacognition given their lower rates of positivity in this area.	KS2 interventions will incorporate elements of metacognition, particularly when editing Big Writes 1:1 so that carefully planned feedback can be given, alongside modelling of the editing process. Pupils will develop these habits and apply them autonomously. Teaching assistants and teachers will be trained in understanding what metacognition is, and how this can be utilised to aid pupil achievement across the curriculum	Deputy Head	Termly
Total budgeted cost					£5000
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?

C	PiXL intervention resources / intervention sessions	PiXL was successful last year in support teachers and teaching assistants in provided targeted support and intervention based on intrinsic assessments and feedback. Feedback is demonstrated by the EEF has having high impact, and therefore we have built in further support on a 1:1 and small group basis so that teachers and teaching assistants can give targeted feedback that is more relevant to the individual. This will be supported by further provided by PiXL that builds upon specific reading skills. Time will also be allotted to 'conferencing' style 1:1 feedback of writing sessions, and reading comprehension so that strategies can be modelled and built upon. Within KS1, targeted intervention will focus on small group support for phonics and talk boost.	Observations of interventions will take place by N.King and S.Howell so that quality can be assessed. PiXL resources will build up majority of extra support around reading comprehension in KS2. Within KS1, the English and Phonics leads will support phonics interventions, particularly for newer members of staff. Termly tracking of those pupils within intervention groups will be tracked at pupil progress meetings to monitor progress and plan for any further support or refinement needed.	Head Teacher Deputy Head Teacher R.Slade, English Lead	Termly
Total budgeted cost					£30000
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?
D	Pastoral team to be expanded to include inclusion lead, and additional capacity for pastoral lead (ELSA) for time to talk sessions.	Since developing a pastoral role, behaviour within the school community and behaviour for learning has improved. This has also certainly been the case for some of our key pupils experiencing significantly turbulent and troublesome times. The support provided is emotional as well as academic. Given the continued growth of the school, we have implemented an inclusion lead to support certain pupils further, with an additional focus on their academic needs and behaviour within the classroom. This role will see them support key individuals in moments of crisis and will build strong rapports with pupils which will be maintained as they progress through the school. Training will also be provided on Attachment and Trauma for all staff. This will be led by Janet Guild of the Virtual School.	Key pupils will be monitored closely as part of new pastoral meetings (including pastoral lead, inclusion lead, HT and SENCO). Their academic progress, as well as emotional wellbeing, will be a priority for discussion at termly pupil progress meetings.	Michelle King Head Teacher	Termly
Total budgeted cost					£29,500



4. Review of expenditure				
Previous Academic Year				
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated 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
A, B, C	CPD on Metacognition for all staff	<p>Soft data and observations have demonstrated an increase in metacognitive strategies being explicitly taught throughout the school. This includes thorough editing and improving modelling of Big Writes in English, as well as art lessons which value a methodical self and peer review process, followed by 2nd and 3rd drafts. Owing to COVID and school closures, work was cut short with staff CPD on the area and this will therefore carry on into next year, particularly as the schools embraces the 4 C's as part of its curriculum model: communication, collaboration, creativity and critical thinking. There is further work to be done alongside a mastery approach to maths teaching, modelling metacognitive skills in problem solving. Some of the training that will also need reiterating is the pedagogical approach to teaching whole class reading in which the teacher demonstrates reasoning and comprehension by modelling thought processes when answering questions, including explicitly verbalising one's 'inner voice'.</p> <p>TA training was limited but included White Rose training on bar modelling (a reasoning meta-cognitive strand of maths mastery), as well as reading of the EEF metacognitive report.</p> <p>The hard data must be read with caution, as the latest results were mid-year points. Maths progress maintained 0.3 across KS2, although the target was to raise this to 0.4 by the end of the academic year. Writing progress has fallen to 0.3, however again, the latest assessments we mid-year and typically reflect a fluctuation before end-of-year final assessments. It is therefore difficult to make a direct comparison.</p>	<p>Metacognition continues to be widely supported by the Education Endowment Foundation as having high levels of impact. Initial teacher and teaching assistant responses for those that benefited from some training explained that the interventions in class really made sense and impacted their pupils. In particular, 'editing stations' and the modelling of editing using interactive whiteboards and projectors positively impacted older pupils' abilities to autonomously edit.</p> <p>It is clear much of the good practice around metacognition is already embedded within the school through previous initiatives such as the Maths Mastery course led by the local maths hub. The recent curriculum revision to embed more enquiry based teaching (such as the new history / geography / religious education schemes of work) also place metacognition and reasoning at the heart of pedagogy. These higher order critical thinking skills are central to the lessons and again, teachers' observations have overall been collectively positive with pupils seemingly enjoying lessons more and demonstrating more confidence to hypothesise, reason and reflect.</p> <p>Whole school behaviour for learning assessments increased, echoing the observations of teachers. The increase from the start of the year rose to 84.6%. Of those pupils eligible for pupil premium, this figure rose from 71% to 77% by the end of the academic year.</p> <p>Further training is needed for staff and therefore the focus will continue in place for the 2020 – 2021 academic year.</p>	£7000

ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated 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
C, D	Continued maths intervention for Y3 and 4.	<p>Intervention ceased in March but mid-year indicators suggest maths focused interventions built around smaller group work and further detailed feedback was working well.</p> <p>In Y4 62% of PP pupils continued to make good 'expected' progress, with an additional 15% making accelerated progress. This accounts for a total of 77%</p> <p>23% were deemed as just below making acceptable progress, but no pupils were deemed as below or significantly below.</p> <p>In Y3, although early on in KS2, progress for all pupils eligible for pupil premium was maintained at the expected standard. 66% of PP pupils were judged as being at the current expected standard, with 22% just below, and 11% (1 pupil) considered below.</p>	<p>Further CPD has always been a priority for teaching assistants to further develop their practice. Upon school closures, pupil premium spending was invested into White Rose online training to further support TA's delivery of small group sessions in the future.</p> <p>For Y6 pupils, who have benefited from this model of intervention support for the past 4 years, the percentage of pupils eligible for pupil premium judged to be on track for meeting the expected standard (in the absence of SATs) was 71% (5 out of 7 pupils). 38% were deemed to have likely met the higher standard.</p> <p>Given the result of school closures, the need to support certain pupils further in exploring and overcoming gaps in knowledge, and the positive outcomes from previous years including the academic year 2018-2019, we will continue with this approach. This has been particularly enhanced with further TA training both on metacognition; concrete, pictorial, and abstract approaches to maths; and well as bar modelling over the period of school closures.</p>	

<p>D</p>	<p>PiXL to be purchased and support staff to be allocated time to run therapies/interventions.</p>	<p>The number of pupils deemed to be on course for achieving the expected standard in all 3 core subjects (reading, writing and maths) in the 2019-2020 cohort was 74% meeting the target set of 60%+. This figure for 2019 nationally was 65%. The figure for 74% for last year's cohort was also an increase of the previous year groups results, up from 58%. Of those pupil premium pupils, 57% met the standard across all three subjects. This figure for 2019 nationally was 51%. Our schools result in this standard last year was 47%. Analysis from teacher observations (both formally through pupil progress meetings and PiXL meetings, and informally through day to day conversations) shows the interventions, particularly for reading were strong, and much more targeted at specific skills than anything used before. The intricate tracking system provided by PiXL was also incredibly useful in prioritising which targets to tackle next for each individual pupil.</p>	<p>PiXL, with its sophisticated assessment and tracking package, has helped us as a school really target specific skills, particularly in reading. The therapies have proved useful and have up-skilled both teaching staff and teaching assistants using them.</p> <p>The tracking system has also been highly powerful in running interventions across all three subjects, and has therefore led to more focused feedback sessions between pupil and teacher.</p> <p>Common misconceptions are picked up more forensically across assessments, feeding directly into class teaching.</p> <p>The conferences and training days provided have also helped support staff in their continuous professional development, allowing for best practice to be shared and embedded within our own classrooms.</p>	<p>£30,000</p>
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iii. Other approaches

Desired outcome	Chosen action/approach	Estimated 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>The continuation of the established ELSA role which proved highly beneficial last year, and the implementation of a further reflective haven for pupils who need support rectifying and learning from mistakes.</p>	<p>The target set for whole school 'behaviour within the school community' to be deemed as good or outstanding has risen over the last year from 85% to 94% (Sept 2020). There is no doubt that the implementation of the ELSA role, alongside a safe haven reflection period for those pupils needing it at lunch periods has helped with this. It is supported by a strong R.S.E curriculum and Paths scheme of work taught throughout the primary school.</p> <p>Of those receiving support closely from Mrs King, our ELSA, and who are eligible for pupil premium (28 pupils), 82% are deemed to show good behaviour within the school community and 32% show outstanding behaviour. This is particularly pleasing given that these pupils receive regular support and 'time to talk' in order to help them navigate through turbulent, tricky times and crises in their personal lives.</p>	<p>Further work will be explored in supporting pupils eligible for pupil premium while experiencing personal difficulties in their academic targets. 76% were graded as having good behaviours for learning, while 24% were deemed not to. Of those regularly attending ELSA sessions and eligible for pupil premium (currently 28 pupils), only 57% were deemed to have good learning behaviours. Options being explored include the use of an inclusion lead, who may be able to support pupils within the classroom for periods of time. 3 children have been identified as having very poor behaviours for learning in this group that could benefit from such intervention.</p> <p>That said, there have been definite improvements with behaviour across the school community. The clear expectations and procedures in place, coupled with strong pastoral support (which has also aided staff communication) has helped ensure pupils are well supported and managed, particularly through tricky, turbulent times.</p> <p>Mrs King's ELSA support group also ensures she is provided with up-to-date training, as well as a forum of like-minded colleagues to seek advice and guidance from outside of our immediate setting. This, naturally, she cascades to the wider</p>	<p>£18,488</p>

