

# South Hetton Primary School Pupil Premium Strategy Document 2020/2021

## Background:

Pupil Premium is a Government initiative designed to target resources on those pupils deemed to be from a disadvantaged background. Specifically, the Pupil Premium money is provided for those pupils who have been on Free School Meals (FSM) at any point over the past 6 years (Ever 6) or those children who have been looked after continuously for at least 6 months (CLA). For the year 2020 – 2021, Pupil Premium has a value of £1345 per eligible pupil, £2345 for children who are looked after, and a smaller provision of £310 for those pupils who have a parent in the armed services. Neither the Government or any Government agencies have dictated how the Pupil Premium money should be spent; schools have the freedom to spend the Premium in a way they think is best to raise the attainment for the most vulnerable pupils and narrow the gap between the highest and lowest achieving pupils.

The children in our school who are eligible for Free School Meals, and consequently generate Pupil Premium, are spread across the school, varying from 7 to 12 pupils in each class.

|                      | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|----------------------|-----------|--------|--------|--------|--------|--------|--------|
| Total Pupils         | 26        | 32     | 26     | 33     | 24     | 29     | 24     |
| SEND                 | 3         | 4      | 2      | 2      | 5      | 6      | 3      |
| Pupil Premium        | 12        | 7      | 12     | 12     | 7      | 11     | 9      |
| Pupil Premium & SEND | 2         | 0      | 1      | 0      | 1      | 2      | 2      |

Regular assessments and close tracking enables us to target these children throughout their school life to ensure they make the same progress as their peers if they have similar starting points or accelerated progress if they have lower starting points. In developing provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. Pupil premium funding will be allocated following a needs analysis, which will identify priority groups or individuals. The needs of the individual are paramount in this process and are always the starting point when developing our teaching and learning strategies.

## Funding Allocation and desired outcomes:

| Summary Information          |           |                                  |  |  |               |
|------------------------------|-----------|----------------------------------|--|--|---------------|
| Academic Year                | 2020-2021 | Total PP budget                  | £106255  | Date of most recent PP Review                  | Sept 2020     |
| Total number of pupils YR-Y6 | 196       | Number of pupils eligible for PP | 70 in school<br>(Funding based on 79 from 2019/20) | Date for next internal review of this strategy | Termly/Yearly |

| Desired long term outcomes of pupil premium spending   |  |
|--|--|
| <b>Academic:</b>   |  |
| <ul style="list-style-type: none"> <li>Disadvantaged pupils will Leave YR with levels for attainment in excess of those seen nationally for disadvantaged children; the difference between disadvantaged and non-disadvantaged children will be narrower than that seen nationally.</li> <li>Disadvantaged children attain higher than pupil premium children nationally for the phonics screening test; the difference between pupil premium and non-disadvantaged children in school will be narrower than that seen nationally for the phonics screening test</li> <li>School's disadvantaged children attain higher than disadvantaged nationally in reading, writing and mathematics at the end of Y2 and Y6; the difference between disadvantaged and non-disadvantaged children will be narrower than that seen nationally</li> <li>Disadvantaged children able to read fluently with comprehension and understanding relative to their age and ability.</li> </ul> |  |
| <b>Non-Academic:</b>   |  |
| <ul style="list-style-type: none"> <li>Engage successfully with learning so the number of behavioral and conduct issues exhibited by disadvantaged children will be similar to those shown by non-disadvantaged children.</li> <li>Disadvantaged children to have attendance, which is better than with their disadvantaged peers nationally; the attendance gap between non-disadvantaged and disadvantaged children will be less than national.</li> <li>Disadvantaged children not be disadvantaged by narrowing of the curriculum or lack of access to aspects of school that help to promote cultural and social capital.</li> </ul>  |  |

Data Analysis: Performance over time 2019 Data set (no 2020 data due to Coronavirus Pandemic – Teacher Assessment)

| GLD     | PP children |  |  | Non-pp children |  |  | Other pupils nationally |  |  |
|---------|-------------|--|--|-----------------|--|--|-------------------------|--|--|
| 2019-20 | 66%         |  |  | 80%             |  |  | -%                      |  |  |
| 2018-19 | 63%         |  |  | 77%             |  |  | 73%                     |  |  |
| 2017-18 | 50%         |  |  | 84%             |  |  | 72%                     |  |  |

| Specific ELG         | PP children |    |     | Non-pp children |    |    | Other pupils nationally |    |    |
|----------------------|-------------|----|-----|-----------------|----|----|-------------------------|----|----|
|                      | R           | W  | N   | R               | W  | N  | R                       | W  | N  |
| 2019-20 (Covid year) |             |    |     |                 |    |    |                         |    |    |
| 2018-19              | 63          | 63 | 75  | 82              | 82 | 91 | 80                      | 77 | 82 |
| 2017-18              | 63          | 63 | 100 | 84              | 84 | 92 | 79                      | 79 | 82 |

| Phonics | PP children |  |  | Non-pp children |  |  | Other pupils nationally |  |  |
|---------|-------------|--|--|-----------------|--|--|-------------------------|--|--|
| 2019-20 | 55%         |  |  | 84%             |  |  | -                       |  |  |
| 2018-19 | 91          |  |  | 79              |  |  | 84                      |  |  |
| 2017-18 | 83          |  |  | 78              |  |  | 84                      |  |  |

| KS1 Attainment | PP children |      |     | Non-pp children |     |     | Other pupils nationally |     |     |
|----------------|-------------|------|-----|-----------------|-----|-----|-------------------------|-----|-----|
|                | R           | W    | M   | R               | W   | M   | R                       | W   | M   |
| 2019-20        | 100%        | 100% | 88% | 59%             | 56% | 74% | -                       | -   | -   |
| 2018-19        | 57%         | 29%  | 43% | 72%             | 61% | 78% | 78%                     | 73% | 79% |
| 2017-18        | 70%         | 70%  | 70% | 78%             | 61% | 78% | 79%                     | 74% | 79% |

| KS2 Attainment | PP children |     |     | Non-pp children |     |     | Other pupils nationally |     |     |
|----------------|-------------|-----|-----|-----------------|-----|-----|-------------------------|-----|-----|
|                | R           | W   | M   | R               | W   | M   | R                       | W   | M   |
| 2019-20        | 67%         | 58% | 58% | 81%             | 67% | 76% | -                       | -   | -   |
| 2018-19        | 50%         | 71% | 87% | 65%             | 77% | 88% | 78%                     | 83% | 83% |
| 2017-18        | 80%         | 67% | 64% | 79%             | 79% | 81% | 80%                     | 83% | 81% |

| KS2 Combined ARE | PP children |  |  | Non-pp children |  |  | Other pupils nationally |  |  |
|------------------|-------------|--|--|-----------------|--|--|-------------------------|--|--|
| 2019-20          | 58%         |  |  | 67%             |  |  | -                       |  |  |
| 2018-19          | 38%         |  |  | 90%             |  |  | 71%                     |  |  |
| 2017-18          | 53%         |  |  | 67%             |  |  | 70%                     |  |  |

| KS2 Combined GDS/HS | PP children |  |  | Non-pp children |  |  | Other pupils nationally |  |  |
|---------------------|-------------|--|--|-----------------|--|--|-------------------------|--|--|
| 2019-20             | 0           |  |  | 19%             |  |  | -                       |  |  |
| 2018-19             | 0           |  |  | 10%             |  |  | 13%                     |  |  |
| 2017-18             | 0           |  |  | 11%             |  |  | 12%                     |  |  |

| Attendance Data | PP children |  |  | Non-pp children |  |  | All   |  |  |
|-----------------|-------------|--|--|-----------------|--|--|-------|--|--|
| 2019-20         | 88.5%       |  |  | -               |  |  | 89.5% |  |  |
| 2018-19         | 95.1%       |  |  | 97.2%           |  |  | 96.4% |  |  |
| 2017-18         | 94.1%       |  |  | 96.5%           |  |  | 95.6% |  |  |

| PA Data (10pc def) | PP children |  |  | Non-pp children |  |  | All |  |  |
|--------------------|-------------|--|--|-----------------|--|--|-----|--|--|
| 2019-20            | 9.7%        |  |  | -               |  |  | 7.9 |  |  |
| 2018-19            | 11.4        |  |  | 5.5             |  |  | 8.2 |  |  |
| 2017-18            | 19.6        |  |  | 4.5             |  |  | 8.9 |  |  |

Identified Barriers from data and observation in the previous year and over time

| Barriers to future attainment (for pupils eligible for PP)  |
|---|
| Academic Barriers   |
| Barrier A1: Pupils who are eligible for Pupil Premium do not enter early years at age related-expectations in communication and language. This means they need to make more progress than their peers to catch up over time and address issues with literacy. |
| Barrier A2: Pupils who are eligible for Pupils premium do not enter early years at age related-expectations in their physical development   |
| Barrier A3: Lack of parental engagement means not all pupils are encouraged to read at home or read regularly to an adult   |
| Barrier A4: Some Pupil Premium Children require additional support to access the curriculum   |
| Non Academic Barriers   |
| Barrier NA1: The emotional resilience of some pupils eligible for pupil premium is low when compared to their peers. This can affect their ability to concentrate on academic activities, especially when tasks are challenging.                              |
| Barrier NA2: Lack of sufficient funds at home to ensure access to a wide range of educational and cultural experiences  |

### 3 Tier strategy to addressing barriers based on research

For each barrier school adopts a 3 tier approach, based on the EEF Guide to the Pupil Premium, to consider how best to address this issue for pupils

#### Tier 1: Classroom factors – High Quality Teaching

- Ensure all pupils receive high quality teaching and support within lessons.
- Provide additional teaching assistants with expertise in overcoming barriers/addressing issues to support learning in the classroom when there is a risk of children falling behind
- Provide high quality resources for pupils to access, which motivate and inspire.

#### Supporting Research/Evidence for this approach:

- **High performing teachers** – Research has found that allocating the best teachers to disadvantaged children can have a huge impact, much greater than the difference made for other pupils. (Improving the impact of teachers on pupil achievement, London School of Economics and Stanford University)
- **High Quality first wave teaching** – Research from the EEF shows that what happens in the classroom makes the biggest difference and that improving teaching quality leads to the greatest improvements (EEF Closing the Attainment Gap, 2018)
- **Early intervention** – Research shows that high-quality early years provision, with strong educational focus and activities to support early reading and language concepts is highly beneficial for disadvantaged children (The Pupil Premium Making it work in your school – Oxford School Improvement 2015).
- **Flexibility** – The Oxford University Press Pupil Premium report highlights the process of ‘analysis, action, evaluation and review’ as key to sustaining school improvement. They highlight the importance of using data to identify needs of PP children and explains the need to ‘match strategies and interventions to current learning needs to prevent or close gaps’.

#### Tier 2: Evidence based, time bound, targeted Intervention

- Provide interventions for identified children, focusing on key aspects of development, basic skills, particularly reading and number skills.

#### Supporting Research/Evidence for this approach:

- **Targeted Intervention** – In their 2018 ‘Closing the Attainment Gap’ report, the EEF stated that ‘Targeted small group and one - to one interventions have the potential for the largest immediate impact on attainment.’
- **Flexibility** – The Oxford University Press Pupil Premium report highlights the process of ‘analysis, action, evaluation and review’ as key to sustaining school improvement. They highlight the importance of using data to identify needs of PP children and explains the need to ‘match strategies and interventions to current learning needs to prevent or close gaps’.

#### Tier 3: Wider factors and considerations

- Provide a wide range of opportunities for pupils to develop their self-confidence, self-esteem, social and behavioural skills, and their resilience

#### Supporting Research/Evidence:

- **Extended Provision** - Extended schools have been found to make a difference through breakfast clubs, after school programmes, multi-agency teams in schools and parenting support. They help create the conditions under which improved teaching and learning approaches can work. (Extended services in practice – A summary of evaluation evidence for head teachers, DfE, 2011)
- **Personal and Social skill** - Research into pupil resilience demonstrates that a key factor that helps disadvantaged children buck the trend and succeed in life against the odds is their strong personal and social skills... (Aiming high for children, HM Treasury and DfES, 2007)

How our Pupil Premium will be spent to address barriers:

Academic Barrier Spend:

**Barrier A1: Pupils who are eligible for Pupil Premium do not enter early years at age related-expectations in communication and language. This means they need to make more progress than their peers to catch up over time.**

| Budget: £25820    | Action  | Spend       | Desired impact   | Actual Impact                      |
|-------------------|---|-------------|--|------------------------------------|
| Tier 1: Classroom | Training/CPD:<br>SALT TRAINING<br><br>Staff deployment: | £1800 (SLA) | Measurable:<br><ul style="list-style-type: none"> <li>• PP outcomes to be above pp children nationally and close to (less than 5%) non-pp children in</li> </ul> | Term1/Year1:<br><br>Term 2/Year 2: |

|                              |   |   |  |   |
|------------------------------|---|---|--|---|
|                              | <ul style="list-style-type: none"> <li>Additional 2 staff to allow for low pupil-adult ratio in EYFS and Y1 so there are more interactions and opportunities to model language and communication.</li> </ul>  | <p>£9400 (TA 20 hpw) – Reception<br/> £12500 (TA 25 hpw) – Year 1</p> | <p>school in ELGs linked to C&amp;L and Literacy.</p> <p>Observed:</p> <ul style="list-style-type: none"> <li>Staff will make earlier diagnosis of pupil's difficulties linked to language</li> <li>Leaders will see staff provide personalised teaching based in language and communication developmental needs</li> <li>There will be more opportunity for pupil interactions both with their peers and adults.</li> </ul>   | Term 3/Year 3:  |
| Tier 2: Intervention         | <p>Small group:</p> <ul style="list-style-type: none"> <li>SALT interventions based on analysis of specific needs.</li> <li>Modelling of play and good interactions with peers</li> </ul>   | £ See TA costs above  | <p>Measurable:</p> <ul style="list-style-type: none"> <li>Identified children to reach GLD.</li> </ul> <p>Observed:</p> <ul style="list-style-type: none"> <li>Children will communicate effectively and reach key milestones in language development.</li> </ul>  | <p>Term1/Year1:</p> <p>Term 2/Year 2:</p> <p>Term 3/Year 3:</p> |
| Tier 3: Wider considerations | <p>Other:</p> <ul style="list-style-type: none"> <li>SALT support for children with additional communication and language needs that cannot be accounted for through lack of experiences.</li> <li>Provide a rich range of experiences within provision, through resourcing, visits and visitors to enrich children's experiences and motivation to communicate and interact</li> </ul> | <p>£ See TA costs above</p> <p>£ 7000</p>                             | <p>Measurable:</p> <ul style="list-style-type: none"> <li>SALT interventions have clear impact and children meet targets (see SALT target /Support plan)</li> </ul> <p>Observed:</p> <ul style="list-style-type: none"> <li>Children will talk readily about the experiences they have had in school and also about their interests.</li> <li>Children can communicate their knowledge and understanding of different concepts</li> <li>Children will meet key milestones in language development</li> </ul> | <p>Term1/Year1:</p> <p>Term 2/Year 2:</p> <p>Term 3/Year 3:</p> |

**Barrier A2: Pupils who are eligible for Pupils premium do not enter early years at age related-expectations in their physical development**

| Budget: £ See above          | Action   | Spend   | Desired impact   | Actual Impact   |
|------------------------------|--|---|--|---|
| Tier 1: Classroom            | <p>Staff deployment:</p> <ul style="list-style-type: none"> <li>Additional staffing to allow for low pupil-adult ratio. More opportunities to develop gross and fine motor skills</li> </ul>   | £ See TA costs above                                    | <p>Measurable:</p> <ul style="list-style-type: none"> <li>PP outcomes to be above pp children nationally and close to (less than 5%) non-pp children in school in ELGs linked to Physical Development</li> </ul> <p>Observed:</p> <ul style="list-style-type: none"> <li>There will be an improvement in pencil control</li> <li>The vast majority of children will be able to perform physical tasks safely with control</li> </ul> | <p>Term1/Year1:</p> <p>Term 2/Year 2:</p> <p>Term 3/Year 3:</p> |
| Tier 2: Intervention         | <p>Small group:</p> <ul style="list-style-type: none"> <li>Fine motor skills interventions</li> <li>Frostig interventions</li> <li>Gross Motor skill interventions</li> </ul> <p>Independent:</p> <ul style="list-style-type: none"> <li>Opportunities provided to develop fine motor skills independently</li> <li>Opportunities to develop gross motor skills independently</li> </ul> | <p>£ See TA costs above</p> <p>£ See TA costs above</p> | <p>Measurable:</p> <ul style="list-style-type: none"> <li>PP outcomes to be above pp children nationally and close to (less than 5%) non-pp children in school in ELGs linked to Physical Development</li> </ul> <p>Observed:</p> <ul style="list-style-type: none"> <li>The children to improve the quality of mark making and writing</li> <li>Level of physical development improves especially outdoor learning. .</li> </ul>    | <p>Term1/Year1:</p> <p>Term 2/Year 2:</p> <p>Term 3/Year 3:</p> |
| Tier 3: Wider considerations | <p>Other</p> <ul style="list-style-type: none"> <li>High quality equipment to encourage physical play at break times.</li> </ul>   | £98.50  | <ul style="list-style-type: none"> <li>Measurable: PP outcomes to be above pp children nationally and close to (less than 5%) non-pp children in school in ELGs linked to Physical Development</li> </ul> <p>Observed:</p> <ul style="list-style-type: none"> <li>Children choose more physical activities correctly with control</li> </ul>   | <p>Term1/Year1:</p> <p>Term 2/Year 2:</p> <p>Term 3/Year 3:</p> |

**Barrier A3: Lack of parental engagement means not all pupils are encouraged to read at home or read regularly to an adult**

| Budget:                      | Action   | Spend                                     | Desired impact  | Actual Impact  |
|------------------------------|--|---|---|--|
| Tier 1: Classroom            | Resources: <ul style="list-style-type: none"> <li>Reading corners and research spaces developed and resourced with engaging books</li> </ul>   | £1000                                     | Observed: <ul style="list-style-type: none"> <li>Children will be eager to read in school</li> </ul>  | Term1/Year1:<br><br>Term 2/Year 2:<br><br>Term 3/Year 3: |
| Tier 2: Intervention         | 1:1: <ul style="list-style-type: none"> <li>TAs deployed specifically to provide reading intervention and target children for 1:1 reading</li> <li>Library time slot allocated for each class to provide access to books to read for pleasure.</li> <li>Access to Lexia at home and in school</li> <li>Access to Reading Plus in Y6 in school and at home</li> </ul> | £10530<br><br>£0<br><br>£960<br><br>£1500 | Measurable: <ul style="list-style-type: none"> <li>Children who aren't supported with reading at home will read in school and therefore gain reading rewards.</li> <li>Children engaging with reading programs at home and in school</li> <li>Vast majority of children will be fluent readers who show understanding of a text.</li> </ul> | Term1/Year1:<br><br>Term 2/Year 2:<br><br>Term 3/Year 3: |
| Tier 3: Wider considerations | <ul style="list-style-type: none"> <li>Parental training focusing on how to support children with reading and understanding at home.</li> <li>Funded places at breakfast club so that children can engage with "informal" literacy and reading in these environments</li> <li>Reading rewards to encourage reading at home.</li> </ul>                               | £0<br><br>£500<br><br>£500                | Observed: <ul style="list-style-type: none"> <li>Vast majority of children will be fluent readers who show understanding of a text.</li> </ul>  | Term1/Year1:<br><br>Term 2/Year 2:<br><br>Term 3/Year 3: |

**Barrier A4: Some Pupil Premium children require additional support to access the curriculum.**

| Budget: £ See above  | Action   | Spend   | Desired impact  | Actual Impact  |
|----------------------|--|---------|---|--|
| Tier 1: Classroom    | Staff deployment: <ul style="list-style-type: none"> <li>Teaching Assistant support teachers in the delivery of high quality first teaching.</li> <li>TAs allow PP children to access quality first teaching differentiated by support.</li> </ul> | £ 52650 | Measurable: <ul style="list-style-type: none"> <li>Percentage of PP children meeting national expectations improves across all cohorts</li> </ul> Observed: <ul style="list-style-type: none"> <li>PP children will access high quality first teaching differentiated by support</li> </ul> | Term1/Year1:<br><br>Term 2/Year 2:<br><br>Term 3/Year 3: |
| Tier 2: Intervention | Small group: <ul style="list-style-type: none"> <li>Writing Interventions</li> <li>Spelling Interventions</li> <li>Maths Interventions</li> <li>Phonic interventions</li> <li>SALT</li> </ul>  | £ 24570 | Measurable: <ul style="list-style-type: none"> <li>Children make progress within their interventions</li> </ul>   | Term1/Year1:<br><br>Term 2/Year 2:<br><br>Term 3/Year 3: |



|  |   |      |               |                |
|--|---|------|---------------|----------------|
|  | funding for disadvantaged children's wider opportunities e.g. music tuition, payment for after school clubs, pupil specific resources such as revision books. | £500 | normally had. | Term 3/Year 3: |
|--|---|------|---------------|----------------|

### Individual Expenditure

| Budget: £   | Action  | Spend                        | Desired impact   | Actual Impact  |
|---|---|------------------------------|--|--|
| Afterschool Clubs   | Provide some subsidy for After school Clubs   | £1000                        | To provide more experiences for the children and increasing levels of physical activity.   | Term1/Year1:<br><br>Term 2/Year 2:<br><br>Term 3/Year 3: |
| See Saw   | A platform for children to access remote learning as part of homework, self isolation or school closure | £543.45                      | Allow children to easily access remote learning during periods of home learning to prevent differences increasing with other pupils. | Term1/Year1:<br><br>Term 2/Year 2:<br><br>Term 3/Year 3: |
| A range of other website subscriptions to enhance learning a both home and in school. | Subscriptions for<br>Spelling Frame<br>White Rose Maths<br>Twinkl<br>Ten Town                           | £216<br>£198<br>£1229<br>£96 | Engage children with their learning especially during periods of home learning.  | Term1/Year1:<br><br>Term 2/Year 2:<br><br>Term 3/Year 3: |