



Pupil Premium Strategy Statement

1. Summary information					
School	Carleton Rode CEVA Primary School				
Academic Year	2020 / 21	Total PP budget	£14,795	Date of most recent PP Review	n/a
Total number of pupils	48	Number of pupils eligible for PP	9	Date for next internal review of this strategy	Feb 2021

2. Current attainment & progress of Y6 in 2019 SATs (there were no Y6 SATs in 2020 due to Covid-19 so we have kept 2019 data here)		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard or above in reading, writing and maths	25%	75%
% average progress in reading	-3.7	0.32
% average progress in writing	-4.25	0.27
% average progress in maths	0.83	0.37
Average scaled score in reading	96.5	105.5
Average scaled score in maths	101.8	106.1
% reaching a higher level of attainment in reading, writing and maths	0	13%

3. 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.	A few PP children have weak language skills and it can be challenging to secure good progress for them in usual times. Since the Covid-19 closure we have found that the gap has widened for many of our PP children, as although work was sent home in the summer and regular invites made for them to attend wherever possible, many did not come back to school during the summer term for different reasons. This lost schooling has disadvantaged many of these children further in a variety of ways.
B.	A few PP children have high levels of anxiety or SEN, which can prevent them from participating fully and learning well.
C.	Children with PP may face a barrier around access to trips/clubs.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	

D.	The attendance of a few PP children was well below the NA last academic year.	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved rates of progress for PP children with weaker language skills.	PP children with weak language skills are clearly identified, set challenging targets, receive high quality teaching/learning support, scaffolded where needed. These children are regularly discussed and are tracked. Progress is measured through ongoing formative and periodic summative assessments, through outcomes such as work output e.g. books and conversations with children about their learning. This is monitored through progress meetings and other leadership monitoring activities.
B.	Improved mental health, wellbeing and associated behaviours for those affected PP children.	The mental health and wellbeing issues of PP children will continue to be addressed through work with our school pastoral worker, parents & carers, staff and, where needed, outside agencies such as Point 1 & other CAMHS. A programme to support child mental health will be implemented in the autumn term and be re-visited to help all children settle back into school after a long time away.
C.	All PP children who wish to attend clubs or who go on trips that require a parent/carer contribution or need resource/equipment, will be supported/subsidised.	Clubs which incur a charge will be offered to all PP families and places taken up. Children will have accessed all trips etc.
D.	Improved attendance.	Attendance will improve for this group. Parents & Carers of all PP children will be kept fully informed about their child's attendance and the reasons for good attendance. All attendance will be closely monitored and reported to FGB each half-term. Referrals to the Attendance Service will be made if necessary. Parents and carers will continue to be strongly discouraged from taking short unauthorised leave during term-time.

5. 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?
Improved rates of progress for PP children with weaker language skills.	A continued SIDP focus on speaking, listening, reading and writing, which in YR & KS1 focuses on RWInc and in KS2 will include the	Previous Question Level Analysis and the school's own self-evaluation suggest that focussing on these areas will help our PP children (and all others too) to improve their knowledge/understanding/skills across the	Quality CPD and monitoring activities (leadership, governors and external) across the year in line with the SIDP plans for reading/writing and curriculum.	English lead & Senior teachers	Feb 2021

	embedding of the 'Power of Reading' project. Teacher CPD will explore a toolkit of latest evidence-based strategies for reducing cognitive load and improving the retention of learning and making connections/understanding key concepts.	curriculum. It should enrich their speaking/listening skills, written work and deepen their thinking, questioning and comprehension skills. We believe if they are as literate as they can possibly be, all learning will be open to and easier for them. Ofsted's curriculum research and the key messages coming from educationalists say that if steps are clearly mapped in all subjects and topics are broken down further into essential knowledge, children have a better chance of retaining learning.			
Total budgeted cost					£4,679
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?
A. Improved progress rates for PP children with weak language and SEN.	Bespoke programmes of support identified for children including English speaking/listening, maths support, maths games, guided reading challenge/support groups and 1:1 tuition including Read, Write Inc.	Some of the children need targeted support to make or maintain good progress. RWInc. is a proven resource for accelerating reading progress as is their 1:1 tuition programme. The maths and targeted guided reading groups proved successful for many last year, so are being repeated.	Identify children needing targeted support and establish a baseline. Organise timetables to ensure staff delivering provision have sufficient preparation and delivery time. Set targets for the end goal and number of sessions. Resource the sessions with materials required. Monitor the progress. Work closely with families to ensure their understanding of the key issues and find ways we can work together to improve things for their child. Engage with any external professionals such as Speech & Language/EP services etc.	KS2 class teachers for maths, reading & writing.	Feb 2021
Total budgeted cost					£10,000
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?

B.Improved mental health, wellbeing and associated behaviours.	Identify personalised, targeted wellbeing/ behavioural interventions. Use school pastoral support worker to engage with parents before and during intervention. Continue to develop children's ability to use/think with a growth mindset, grow resilience and promote strategies for positive healthy behaviours and thought patterns. Ensure mental health CPD stays fresh in staff minds. Seek outside agency support for those needing a different approach.	The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for KS2 pupils. This is a strategy we have found to be very effective. It improves attendance, reduces anxiety and enables better relationships/behaviours to develop.	Ensure identification of target pupils is fair and transparent. Monitor behaviours and whether improvements in behaviour also translate into improved attendance, attainment and progress and improved relationships in and outside school. Work closely with families to ensure their understanding of the key issues and find ways we can work together to improve things for their child. Engage with any external professionals such as CAMHS or FSP	School Pastoral Support Worker and Executive Headteacher	Feb 2021
C. PP children have equality of opportunity for things extra to the school's usual provision.	Access to clubs and assistance with trips & resources/equipment e.g. uniform/bookbags etc.	Research shows that PP children cannot always access the basics let alone the 'extras' others can. We want all our PP children to have the same chances as our non-PP children. This strategy has been successful in the past.	Ensure all PP children/families are fairly and equitably offered all opportunities non-PP children are. Monitor uptake and collate feedback/soft data outcomes.	SLT	Feb 2021
D. Increased attendance rates for those few PP children with poorer attendance due to authorised and unauthorised absences.	Continue to follow up immediately on any absences. Follow all attendance procedures/policy. Hold individual meetings with families to re-explain detrimental effect of unauthorised absence.	Attainment and progress rates can only be improved if children attend school. NfER briefing for school leaders identifies addressing attendance as a key step to securing improvements.	Ensure attendance policy and procedure is all clear, transparent and ensure it is well-communicated to all families. Ensure staff trained to alert office/ executive headteacher to PP absences that morning so swift contact can be made with parents/carers. Work with families to ensure positive, strong relationships around attendance. Liaise with attendance service to ensure support and advice is sought if needed.	Executive Headteacher	Feb 2021
Total budgeted cost					£116
Total budgeted cost					£14,795

6. Review of expenditure

Previous Academic Year

2019-20

The school received £25,080 for the support of 12 PP children in the school.

How the money was spent:

- Improving progress of SEN PP children.
- Improving literacy skills for non-SEN children
- Ensuring all PP children have access to all range of clubs/visits/uniform etc. as non-PP
- Improved attendance.

Impact/Lessons learned:

- The year ended early and suddenly and many of our plans and assessments to aid self-evaluation did not come to fruition. However, we have made an assessment and re-planned this academic year based on the children's needs and the progress we had made with this plan as well as the areas we know we need carry forward, which are just as relevant in 2020-21.
- It is not possible to publish the EYFS/KS1 and KS2 impact in detail here even without statutory assessment data for 2020, because of the very small numbers of children involved e.g. 1 child in a year group, as it is likely to lead to the identification of that child by the school community.
- Small cohorts mean that our data has to be treated with caution as it varies widely year on year and may not be statistically significant. A case by case approach to progress seems more helpful and informative.
- Having TA support for the teacher to use for class cover while they taught the PP children or vice-versa, has been valuable and made a real difference to ensuring children received targeted support. We will continue to do this. Ensuring good progress is made by PP children with SEN is still proving a challenge and we continue to explore ways to address this further.
- Pastoral support for children at our sister school has been very beneficial so we will use it at our school more widely.
- Providing after-school clubs, visit extras and various resources benefitted all the PP children as far as was possible until schools closed. The main educational residential had to be cancelled. To ensure there are no barriers to opportunity/engagement and we will continue to do this.
- Attendance for the vast majority of PP children is good but a very small number of PP children remain a challenge. The reasons for this can be explained on an individual case basis as information given publically will lead to identification.