

Pollington –Balne CE Primary School Pupil Premium Strategy Sept 20-Dec 21

Review of 19/20 and 20/21 and Temp Strategy Autumn Term 21

Summary information					
School	Pollington- Balne CE Primary School			Date: Sept 20- Dec 21	
Academic Year	21/22	Total PP budget	Sept 21	Date of most recent PP Review	None
Total number of pupils	Number on roll 121 Oct 21	Number of pupils eligible for PP	6 pp children	Date for next internal review of this strategy	Autumn 2021

Overview
Pupil premium is additional funding for schools to support them in raising the attainment of disadvantaged pupils of all abilities and to diminish the difference between them and their peers. For 2020 the Government have allocated £1320 per pupil for deprivation, £300 per pupil for service children and £1300 per pupil for looked after children. Aims at Pollington . To provide all pupils with fair and equal opportunities to achieve and excel in all areas of the curriculum; using and applying the most effective pedagogy, (see Teaching and Learning Policy), supported by use of additional, delegated funding. - To work in partnership with families and pupils eligible for pupil premium, to plan, monitor and evaluate support and intervention in order to secure individual progress and achievement. - To work with external partners and organisations to provide additional support for the social, emotional, health and wellbeing of all pupils with potential barriers to learning and achievement. - To ensure governors fulfil statutory responsibilities to make effective use of pupil premium funds in order to impact positively on pupils' achievement and attainment. For further details see our pupil premium policy.

TEMP STRATEGY for 2021 until December 21

Continuation of 20/21

Continuation of 20122

Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers (issues to be addressed in school, such as poor oral language skills)		
A.	Intervention in basic skills –reading and writing and maths- specific learning difficulties	
B.	Support for social and emotional needs	
External barriers (issues which also require action outside school, such as low attendance rates)		
C.	Attendance and punctuality affects individuals	
D	Also by other issues dealt with through multi-agency involvement	
E	Additional needs- SEN	
Desired outcomes		
	Desired outcomes and how they will be measured	Success criteria
A.	Children to reach aspirational targets in reading Children to reach aspirational targets in writing Children to reach aspirational targets in maths	- 33% of children reach ARE in reading, writing and maths - 100 % making good progress from starting points in r,w,m closing the gap on national expectations.
B.	Personalised support for children with emotional and social needs so they can regulate their behaviour more effectively and fewer incidents of poor behaviour Children happy to attend school and engaging with personalised learning for an increased amount of time.	- Boxall profile shows improvement in self-regulation for children with difficulty of self-regulation - Reduced number of inappropriate behaviour incidents
C.	Individuals demonstrate improved attendance	- Attendance to be 96%+ and not on PA list
D.	SEN needs being appropriately supported by school and external agencies –EP, Behaviour support etc	- Children able to access learning and are making progress evidenced through engagement and reduced number of incidents - Outcomes show improvement - Pupil questionnaire report positively about coming to school.

Initial support continued					
Academic year	Autumn 2021				
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.					
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?
High quality consistent phonics teaching across KS1	New staff to be trained in the RWI approach in the first half term as well as the catch up 1:1 programme	RWI has had a positive impact on outcomes for pupils. This approach has brought about success in other school settings nationally	New phonics leader will deliver phonics lessons or use videos in the first two weeks of autumn 1 to model the approach for all staff delivering phonics Monitor for consistent approach Coaching of staff to improve their delivery and responsiveness 6 weekly assessments to measure impact Work with the local Literacy Hub to improve practice	PB	Autumn 1 ongoing through the year.
High quality consistent teaching of the reading approach	Staff to be re trained in the reading approach. In the first half term	The approach to teaching reading has had a positive impact on outcomes for pupils in other schools. This consistent approach must be sustained in order for this to continue. Use EEF research	Provide training Provide coaching Monitor for consistency of implementation Drop-ins by the reading leader. Reading Enquiry Autumn Term.	CH	Autumn 1 ongoing through the year
High quality consistent teaching of writing	All staff to be trained in the new writing approach in the first two weeks of term .	Consistency of approach to teach writing needed so children can build on learning This has worked to improved pupil outcomes at other schools	Training to take place in early Autumn 1 Coaching Monitoring for consistency	CH	Autumn 1 ongoing

		Use EEF research			
High quality consistent teaching of spelling	All staff to be trained in the new writing approach in the first two weeks of term	Following on from the positive impact of RWI phonics, the school will now follow the RWI spelling to support the teaching and consistency of developing strategies for teaching spelling. Intervention for weaker children	Training to take place in early Autumn 1 (awaiting training availability) Coaching Monitoring for consistency	PB/CH	Autumn 1
High quality consistent teaching of maths	All staff to be re visit training in the new maths approach in the first two weeks of term .	Consistency of approach needed that has worked to improved pupil outcomes at other schools	Training to take place in early Autumn 1 Coaching Monitoring for consistency	RF	Autumn 1 ongoing
To track progress, attainment and attendance of disadvantaged children in order to identify patterns and barriers to be able to put in action to overcome them	Pupil Premium Education Plan for each child to establish barriers and identify additional support children require Disadvantaged children a key focus in all half termly pupil progress meetings. HT report to governors includes key information about PP children. Children who require accelerated progress to choose a learning mentor who they will meet regularly /TA Attendance plans put in place for families of	PP children high profile in school Staff know who the children are and are targeted to accelerate progress so achievement is in line with peers EEF research	Drop ins, lesson observations and pupil progress meetings a minimum of half termly. Outcomes will be reported to governors via the head. Teachers report to enable effective monitoring & challenge to take place. Attendance will be tracked weekly and mentor will encourage full attendance at school.	SA	Autumn 1 ongoing .

	children who have poor attendance.				
Total budgeted cost					3,000
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 cost	When will you review implementation?
PP pupils to achieve their target in reading and phonics	Intervention on the same day by the teacher /TA	High quality, targeted intervention based on the learning taking place in class will support these pupils to close the gap in understanding.	Monitoring by PB CH on a ½ termly basis. Review of impact at half termly Pupil Progress Meetings, and more frequently than this if monitoring raises issues of impact.	PB CH SA	Aut 1
PP pupils to achieve their target in writing	Intervention on the same day by the teacher /TA Purchase Nessy to support online spelling	High quality, targeted intervention based on the learning taking place in class will support these pupils to close the gap in understanding. Use Birmingham toolkit where pupils on a lower POS	Monitoring by the CH on a ½ termly basis. Review of impact at half termly pupil progress meetings, and more frequently than this if monitoring raises issues of impact.	CH SA	Aut 1
PP pupils to achieve their target in maths	Weekly Intervention by the teacher /TA when arithmetic completed	High quality, targeted intervention based on the learning taking place in class will support these pupils to close the gap in understanding. Use arithmetic test to teach gaps	Monitoring by the RF on a ½ termly basis. Review of impact at half termly pupil progress meetings, and more frequently than this if monitoring raises issues of impact.	RFSA	Aut 1
1:1 tuition in basic skills so children make stronger progress	1:1 tutor to be employed Use assessment to find gaps in learning	EEF research shows impact on gains	Employ tutor Pre and post assessment to measure progress	SA	Aut 1

Vulnerable pupils to have regular opportunities to discuss concerns about school or	Key worker allocated to have meetings with vulnerable children to resolve any issues. ELSA	PP pupils have specific complexities that may require support to resolve.	Monitoring by SA to ensure contact with key worker are consistent Gather information of improvement-pupil voice	SA	Aut 1
Pupils to have improved metacognition understanding and have strategies to know how they learn best.	Metacognition strategies taught to the staff and then the group of PP children	Children will be able to identify own barriers to learning and strategies to overcome them as researched through the EEF.	Monitoring by SA	SA	Aut 1
Pupils to show improved self-regulation	Behaviour policy implemented Train TAs how to use social stories social scripts to teach pupils more appropriate behaviour approaches	EEF research -Improving behaviour Advice from EP	Monitored by SA/JH	SA/JH	Aut 1
Children to be included in curriculum enrichment and residential (peripatetic lessons, trips, after-school clubs)	All chn to have the opportunity to be included in enrichment activities if they choose Forest School	Research best practice Inclusion and work on self-esteem and access to opportunities	Monitoring of individual children expenditure	SA	Aut 1

Pupil attendance to be at or above national	Monitor attendance Meet with parent to ensure pupils attend school regularly Allocate admin time and new role to admin to monitor weekly attendance and ½ termly attendance	School and LA attendance policy- best practice Research re attendance	SA to monitor and feedback attendance information to governors in HT report	SA	Aut 1
					4920
Total budgeted cost					7920 + additional funding from school budget

STRATEGY for 2020/21

Barriers to future attainment (for pupils eligible for PP, including high ability)			
In-school barriers (issues to be addressed in school, such as poor oral language skills)			
C.	Intervention in basic skills –reading and writing and maths- specific learning difficulties		
D.	Support for social and emotional needs		
External barriers (issues which also require action outside school, such as low attendance rates)			
C.	Attendance and punctuality affects individuals		
D	Also by other issues dealt with through multi-agency involvement		
E	Additional needs- SEN		
Desired outcomes			
	<table> <tr> <th><i>Desired outcomes and how they will be measured</i></th><th><i>Success criteria</i></th></tr> </table>	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>		

E.	Children to reach aspirational targets in reading Children to reach aspirational targets in writing Children to reach aspirational targets in maths	- 25% of children reach ARE in reading, writing and maths - 100 % making good progress from starting points in r,w,m closing the gap on national expectations.
F.	Personalised support for children with emotional and social needs so they can regulate their behaviour more effectively and fewer incidents of poor behaviour Children happy to attend school	- Outcomes star/boxall profile shows improvement in self-regulation - Reduced number of inappropriate behaviour incidents
G.	Individuals demonstrate improved attendance	- Attendance to be 96%+ and not on PA list
H.	Early Help/Social Care support for implementing expectations and routines where needed	- Child/children come to school well cared for. Needs met
I.	SEN needs being appropriately supported by school and external agencies –EP, Behaviour support etc	- Children able to access learning and are making progress evidenced through engagement and reduced number of incidents - Outcomes show improvement - Pupil questionnaire report positively about coming to school.

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.					
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 Costs	When will you review implementation?
High quality consistent phonics teaching across KS1	New staff to be trained in the RWI approach in the first half term as well as the catch up 1:1 programme	RWI has had a positive impact on outcomes for pupils. This approach has brought about success in other school settings nationally	New phonics leader will deliver phonics lessons or use videos in the first two weeks of autumn 1 to model the approach for all staff delivering phonics Monitor for consistent approach Coaching of staff to improve their delivery and responsiveness 6 weekly assessments to measure impact Work with the local Literacy Hub to improve practice	PB 800	Autumn 2 ongoing through the year.
High quality consistent teaching of the reading approach	Staff to be re trained in the reading approach. In the first half term	The approach to teaching reading has had a positive impact on outcomes for pupils in other schools. This consistent approach must be sustained in order for this to continue. Use EEF research	Provide training Provide coaching Monitor for consistency of implementation Drop-ins by the reading leader. Reading Enquiry Autumn Term.	CH 800	Autumn 2 ongoing through the year
High quality consistent teaching of writing	All staff to be trained in the new writing approach in the first two weeks of term .	Consistency of approach to teach writing needed so children can build on learning This has worked to improved pupil outcomes at other schools	Training to take place in early Autumn 1 Coaching Monitoring for consistency	CH 800	Autumn 2 ongoing

		Use EEF research			
High quality consistent teaching of spelling	All staff to be trained in the new writing approach in the first two weeks of term	Following on from the positive impact of RWI phonics, the school will now follow the RWI spelling to support the teaching and consistency of developing strategies for teaching spelling. Intervention for weaker children	Training to take place in early Autumn 1 Coaching Monitoring for consistency	PB/CH 100	Autumn 2
High quality consistent teaching of maths	All staff to be re visit training in the new maths approach in the first two weeks of term .	Consistency of approach needed that has worked to improved pupil outcomes at other schools	Training to take place in early Autumn 1 Coaching Monitoring for consistency	RF	Autumn 2 ongoing
To track progress, attainment and attendance of disadvantaged children in order to identify patterns and barriers to be able to put in action to overcome them	Pupil Premium Education Plan for each child to establish barriers and identify additional support children require Disadvantaged children a key focus in all half termly pupil progress meetings. HT report to governors includes key information about PP children. Children who require accelerated progress to choose a learning mentor who they will meet regularly	PP children high profile in school Staff know who the children are and are targeted to accelerate progress so achievement is in line with peers EEF research	Drop ins, lesson observations and pupil progress meetings a minimum of half termly. Outcomes will be reported to governors via the head. Teachers report to enable effective monitoring & challenge to take place.	SA	Autumn 2 ongoing .
Total budgeted cost					3,000
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 cost	When will you review implementation?
PP pupils to achieve their target in reading and phonics	Intervention on the same day by the teacher /TA	High quality, targeted intervention based on the learning taking place in class will support these pupils to close the gap in understanding.	Monitoring by PB CH on a weekly basis. Review of impact at half termly Pupil Progress Meetings, and more frequently than this if monitoring raises issues of impact.	PB CH SA 200	November 2020 Jan 21 March 21
PP pupils to achieve their target in writing	Intervention on the same day by the teacher /TA	High quality, targeted intervention based on the learning taking place in class will support these pupils to close the gap in understanding. Use Birmingham toolkit where pupils on a lower POS	Monitoring by the CH on a weekly basis. Review of impact at half termly pupil progress meetings, and more frequently than this if monitoring raises issues of impact.	CH SA 200	November 2020 Jan 21 March 21
PP pupils to achieve their target in maths	Weekly Intervention by the teacher /TA when arithmetic completed	High quality, targeted intervention based on the learning taking place in class will support these pupils to close the gap in understanding. Use arithmetic test to teach gaps	Monitoring by the RF on a weekly basis. Review of impact at half termly pupil progress meetings, and more frequently than this if monitoring raises issues of impact.	RFSA 200	November 2020
1:1 tuition in basic skills so children make stronger progress	1:1 tutor to be employed Use assessment to find gaps in learning	EEF research shows impact on gains	Employ tutor Pre and post assessment to measure progress	SA 500	Autumn 2
Vulnerable pupils to have regular opportunities to discuss concerns about school or	Key worker allocated to have meetings with vulnerable children to resolve any issues. ELSA	PP pupils have specific complexities that may require support to resolve.	Monitoring by SA to ensure contact with key worker are consistent Gather information of improvement-pupil voice	SA 200	Dec 2020 Feb 2020 June 2020

Pupils to have improved metacognition understanding and have strategies to know how they learn best.	Metacognition strategies taught to the staff and then the group of PP children	Children will be able to identify own barriers to learning and strategies to overcome them as researched through the EEF.	Monitoring by SA	SA	Spring 1
Pupils to show improved self-regulation	Introduce a new behaviour policy Train TAs how to use social stories to teach pupils more appropriate behaviour approaches	EEF research -Improving behaviour Advice from EP	Monitored by SA/JH	SA/JH 200	Spring 1
Children to be included in curriculum enrichment and residential (peripatetic lessons, trips, after-school clubs)	All chn to have the opportunity to be included in enrichment activities if they choose	Research best practice Inclusion and work on self-esteem and access to opportunities	Monitoring of individual children expenditure	SA 200	Ongoing
Pupil attendance to be at or above national	Monitor attendance Meet with parent to ensure pupils attend school regularly Allocate admin time and new role to admin to monitor weekly attendance and ½ termly attendance	School and LA attendance policy- best practice Research re attendance	SA to monitor and feedback attendance information to governors in HT report	SA	September - ongoing

	3000
Total budgeted cost	5260 + additional funding from school budget

End of Year Review of Expenditure			
Academic Year 2020/21		. Total Funding £.5260	
Quality of Education			
Desired outcome	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
Quality of teaching to be good or better in reading phonics writing maths spelling	Some improvement in the quality of teaching for all teachers. Some staff were able to transfer skills into all subject areas, some made improvements in one area and need to continue to focus on other subject areas. Core subject teaching is stronger than in wider curriculum subjects. Some improvement was hindered because of lack of self-motivation by pupils in writing for example. See flight path and data pack for data outcomes	Coaching to refine the quality of teaching will continue with a particular focus on vulnerable groups	3,000
Targeted support			
Desired outcome	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)	
PP pupils to achieve their target in reading and phonics	3/7 reached EXS standard 7/7 made progress 3/5 made good progress	Interventions need to be more rigorous More external advice needed to support overcoming some SEND barriers	
PP pupils to achieve their target in writing	3/7 reached EXS standard 7/7 made progress 3/5 made good progress	Interventions need to be more rigorous More external advice needed to support overcoming some SEND barriers	
PP pupils to achieve their target in maths	3/7 reached EXS standard 7/7 made progress 3/7 made good progress	Interventions need to be more rigorous More external advice needed to support overcoming some SEND barriers	
1:1 tuition in basic skills so children	3/7 reached EXS standard 7/7 made progress 3/7 made good progress	Interventions need to be more rigorous	

make stronger progress		More external advice needed to support overcoming some SEND barriers	
Vulnerable pupils to have regular opportunities to discuss concerns about school or home with a nominated adult	Pupils have attended ELSA sessions but not all pupils have fully engaged or are able to discuss their concerns due to having SEND.	Seek further advice from external support on how to further develop engagement and strategies to try.	
Pupils to have improved metacognition understanding and have strategies to know how they learn best.	Not introduced this in 20/21 due to time.		
Pupils to show improved self-regulation	Reduced number of incidents of inappropriate behaviour of 6/7 pupils 6/7 pupils can articulate strategies to manage their behaviour	Seek further advice from external support on how to further develop engagement and strategies to try.	
Children to be included in curriculum enrichment and residential (peripatetic lessons, trips, after-school clubs)	Not achieved due to the pandemic		
Pupil attendance to be at or above national	Attendance improved for all PP children Two pupils show improved attendance but have not yet reached national.	Further monitoring of attendance on a weekly basis. Mentoring of poor attendees PA children.	

Additional detail

The pandemic impacted on our ability to fully engage in coaching to improve teaching and also impacted on our ability to fully implement intervention to support all PP to reach their potential.

Barriers that remain

- Academic achievement across all areas

- Attendance
- Home support – attendance and homework
- Engagement in learning due to SEND (SEMH/SLCN)
- Low self-esteem linked into SEMH/SEMD

YEAR 19/20

End of Year Attainment July 2020 Teacher Assessment

Y6 (12 pupils 0 PP children)

	<i>Pupils eligible for PP (your school)</i>	<i>Pupils all (national 2019)</i>
% achieving in reading, writing and maths	0 pupils PP	33% (65%)
%achieving EXS in reading		72% (73%)
% achieving EXS in writing		58%(78%)
% achieving EXS in maths		33% (79%)
Average progress score for reading		N/A
Average progress score for writing		N/A
Average progress score for maths		N/A

Y2 (20 pupils 1 pp pupil) July 2020

	<i>Pupils eligible for PP (your school)</i>	<i>Pupils all (national average 2020)</i>
% achieving in reading, writing and maths	0%	50% (65%)

%achieving EXS in reading	0%	65% (75%)
% achieving EXS in writing	0%	50% (69%)
% achieving EXS in maths	0%	75% (76%)

EYFS - percentage of pupils achieving Good Level of Development	
2020	
	% Achieving Good Level of Development
All pupils (21)	57 (national 72%)
Disadvantaged Pupils (1)	0
Other Pupils (20)	57%
School PPG gap	57%
National PPG gap	0

Phonics – percentage of pupils achieving the expected standard in the phonics screening test.	
2020	
All pupils (13)	77 (national 82%)
Disadvantaged Pupils (2)	0
Other Pupils (11)	77
School PPG gap	77
National PPG gap (2019)	N/A

Review of Expenditure				
Previous Academic Year		2019-20. Total Funding £.5000		
Targeted support				
Desired outcome	Chosen action/approach	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
High quality, consistent maths teaching across the school.	Staff trained in the delivery of White Rose Maths in the first half term.	Due to changing leadership and COVID19 impact on outcomes limited Action needs to be re-evaluated and re started.	Ensure that the training is ongoing and monitor to check on progress being developed by staff.	500

High quality consistent phonics teaching across EYFS and KS1.	New staff to be trained in the RWI approach in the first half term.	Limited impact due to COVID19 This was introduced but staff have changed	New phonics to continue and monitoring and evaluation needs to be followed rigorously to ensure the programme is embedded.	3000
Provide support for pupils with social emotional issues through ELSA support	Train a TA in ELSA	TA completed ELSA training but only did limited work with children due to COVID Some TA support was given and informally monitored Children reported they enjoyed the sessions and there was a reduced number of incidents of poor behaviour.	Protect time so the ELSA work takes place Ensure an entry and exit assessment is completed	2000
To track progress, attainment and attendance of disadvantaged children in order to identify patterns and barriers to be able to put in action to overcome them.		Due to changing leadership and COVID19 impact limited and patterns were not monitored	Develop attendance procedures so that poor attendance is followed up following school policy	0
				Total 5500
Other approaches				
Desired outcome	Chosen action/approach	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
Additional detail				
Covid 19 impacted on development 2019/20 Work started was not completed Leadership for pupil premium also changed Children allocated PP funding made variable progress. Further work is needed to ensure all staff are aware of the PP children and what action is being implemented to make sure this group of pupils make rapid progress. Emerging Needs: Staff awareness training				

- Individual learning plans need implementing to be specifically targeted so identified needs are met. This will happen once baseline assessment is completed . Individual IEPs will be used to identify and target specific barriers to learning attendance, SEMH cognition and learning.
- Continue to allocate key workers ELSA work SEMH resilience
- Metacognition training for staff to teach children metacognition strategies