

Pupil premium strategy statement

School overview

Metric	Data
School name	St Nicholas C E Middle School, Pinvin
Pupils in school	283 pupils
Proportion of disadvantaged pupils	PP 13.8% FSM 19.8% LAC 1.4% Forever 6 16.25% PLAC – 2.08%
Pupil premium allocation this academic year	£51,030
Academic year or years covered by statement	September 2020-July 2023
Publish date	November 2020
Review date	July annually
Statement authorised by	Sandra Jennings
Pupil premium lead	Lucy Smith
Governor lead	Victoria Clarke

Strategy aims for disadvantaged pupils

Measure	Activity
Increased attainment and progress in line with ARE in Reading, Writing and Maths Data shows any gaps have been recognised and are closing	<ul style="list-style-type: none">• An increase in PP children working at age related expectations at the end of each academic year.• PP children to be monitored leading to action which responds to the needs of the children who are under achieving to respond teacher (rapid recovery)• Teachers and leaders identify that gaps in learning in Maths and English are addressed.
Children in receipt of PP who are also on the SEND register who previously were not making age related expectations are making accelerated progress.	<ul style="list-style-type: none">• Intervention assessment to show accelerated progress for SEND pupils.• The half termly pupil progress meeting for the focus groups show the pupils needs are being addressed.• PP / SEND pupils will make measurable progress due to improve engagement and as a result of quality interventions• Pupils with identified SEND will access additional intervention sessions with Teaching Assistants and Class teachers.• Pupil interviews identify that children with SEND acknowledge a responsibility for their IPM and know their targets.

<p>To narrow the attendance gap between disadvantaged pupils and national for disadvantaged pupils.</p> <p>National All Pupil 4.3% 7.6% for FSM Absence 23.6% Persistent Absence</p>	<ul style="list-style-type: none"> • There will be a decrease in absence and improved punctuality for children in receipt of PP. • Parent surveys and interviews will reveal an increased engagement with decreasing their pupils absence rates. • Persistent absence is decreased measurably through the EWO, Attendance team and the Family Support team
<p>To improve children's social and emotional development so that children in receipt of PP can thrive more effectively in the educational environment and have improved access.</p>	<ul style="list-style-type: none"> • Pupils communicate positive engagement with the JIGSAW curriculum and its focus on Mental Health and Wellbeing • Mental Health policy developed and new SEMH pathway developed so that adults in school can provide appropriate support
<p>To ensure all disadvantaged children to be able to access a range of enrichment, cultural engagement and participation than might ordinarily be available to them.</p>	<ul style="list-style-type: none"> • There will be increased participation levels for individuals in sporting events, educational visits and trips. • Pupil interviews demonstrate that pupils increasing understand the value of these activities to their own development.
<p>Barriers to learning these priorities address</p> <p><u>In school barriers</u></p> <p>A. Emotional and social barriers; low self-esteem and confidence impacts on progress and achievement through limited focus and poor behaviour.</p> <p>B. Poor attitudes to learning- Limits engagement to the curriculum and learning.</p> <p>C. 42.5% PP children have Attendance and Punctuality issues (as of November 2020)</p> <p>D. 25% of PP children are also on the SEND register</p> <p><u>External barriers</u></p> <p>E. Limited Life Experiences and Enrichment Experiences</p> <p>F. Oracy- Limited language and poor vocabulary</p>	
<p>Projected spending</p>	<p>£36548</p>

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Year 5 – Year 6 – Year 7 -	July 2021
Progress in Writing	Year 5 – Year 6 – Year 7 -	July 2021
Progress in Mathematics	Year 5 – Year 6 – Year 7 -	July 2021
Attendance	Year 5 – Year 6 – Year 7 -	July 2021

Teaching priorities for current academic year continued

Measure	Activity
1. To increase the amount of PP children to be working at age related expectations for all reading, writing and maths.	<p>Maths: Continue with Steve Lomax “Can Do” maths learning sequence.</p> <p>Reading: Increased fluency in Reading and becoming a Reading School.</p> <p>Writing: Use the writing sequence consistently</p> <p>Pupil voice Book Looks Learning Walks FFT Pupil Tracking data</p>
<p>2.To improve engagement and progress of children through quality interventions, so that PP / SEND pupils will make measurable progress.</p> <p>To ensure PP children are well supported to make progress through quality first teaching as well as through timely targeted interventions.</p>	<p>Opportunities to consolidate basic skills are regular and based on effective AfL (such as in Maths meeting time).</p> <p>A regular programme of CPD will be planned through staff meeting time to develop staff needs relating to sequences of learning, the use of formative assessment and strategies for closing the gap.</p>

Barriers to learning these priorities address	<p>A Emotional and social barriers; low self-esteem and confidence impacts on progress and achievement through limited focus and poor behaviour.</p> <p>B Poor attitudes to learning- Limits engagement to the curriculum and learning.</p>
Projected spending	<p>Total:</p> <p>Staffing £30,348 + £2000</p> <p>Training £700</p> <p>Supply £2000</p> <p>Curriculum Resources £1000</p> <p>Licences £500</p>

Targeted academic support for current academic year

Measure	Activity
1.To improve children's social and emotional development so that PP children will make measurable progress which will impact on outcomes for learning	<p>JIGSAW curriculum to support PSHE delivery with a focus on Mental Health and Wellbeing</p> <p>Mental Health policy developed and new SEMH pathway developed so that adults in school can provide appropriate support</p> <p>Relax Kids/ Mentor Links</p>
<p>2.To narrow the attendance gap between disadvantaged pupils and national for disadvantaged pupils.</p> <p>National 96.5%</p>	<p>Rigorous application of the attendance policy. 6 weekly monitoring. Parents of persistent low attendance informed and further action taken if no improvement shown.</p> <p>Purchase of SLA with EWO.</p> <p>Breakfast Club</p> <p>GRT Mini Bus</p> <p>Rewarding good attendance</p>
Barriers to learning these priorities address	<p>A Emotional and social barriers; low self-esteem and confidence impacts on progress and achievement through limited focus and poor behaviour.</p> <p>B Poor attitudes to learning- Limits engagement to the curriculum and learning.</p> <p>C 42.5% PP children have Attendance and Punctuality issues (as of November 2020)</p>

Projected spending	Breakfast Club £2500 Minibus £500 Attendance £500 Relax Kids/Mentor Links £1405
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Wider strategies for current academic year

Measure	Activity
To ensure all disadvantaged children to be able to access a range of enrichment, cultural engagement and participation than might ordinarily be available to them.	Subsidised school trips. Visitor workshops to visit school Specific support for Social and Emotional well being
Barriers to learning these priorities address	E Limited Life Experiences and Enrichment Experiences F Oracy- Limited language and poor vocabulary
Projected spending	Trips/Residential/Workshops £3500 Music Tuition £1600

Monitoring and Implementation

Area	Possible challenges and therefore what we need to do	Monitoring
Teaching	Ensure staff are supported in planning engaging, challenging lessons and interventions that support and engage their PP learners, ensuring that progress is made	<p><u>Target 1</u></p> <p>Pupil voice.</p> <p>Book Looks</p> <p>Learning Walks</p> <p>FFT Pupil Tracking data</p> <p>Teachers will give pupils weekly opportunities to consolidate key skills and gaps in learning in Maths and English.</p> <p><u>Target 2</u></p> <p>Half termly pupil progress will be used by staff and SLT to monitor the impact of the approach for key children leading to changes in provision if appropriate.</p>

		Intervention tracking data- targeted and other support within the classroom
Targeted support	Ensure that attendance is monitored rigorously and addressed where necessary and that staff are aware of how to improve their pupil's social and emotional development so as to positively impact on outcomes for learning	<p><u>Target 1</u> Children will have developed higher self-esteem and confidence.</p> <p>Pupil voice and surveys</p> <p><u>Target 2</u> 6 weekly checks of attendance for all children resulting in action for low attenders.</p> <p>Actions taken in line with the policy. Parental meetings. Attendance Surgeries</p> <p>Regular contact with SLT and EWO when appropriate.</p>
Wider strategies	Ensure staff are given the scope and flexibility to plan lessons, activities and trips which might not ordinarily be available to the pupils	<p><u>Target 3</u> Through curriculum planning to ensure a wide range of opportunities are available to the children</p>

Review: last year's aims and outcomes

Review of PP 2019-2020

Due to COVID 19 in Spring of 2020, causing schools to shut down and only remain open for key workers and vulnerable learners, progress could not be measured in the way that we had been expecting to measure it at the start of the year. Therefore, please see outlined below an overview of what progress was made up to and during this time.

Before COVID 19 caused our school to close, we had 9 children attending breakfast club. We had around 14 GRT children using the minibus to get to school with four families being regulars.

During lockdown, our Learning Mentor visited the GRT site each week. She was also joined by the current PP Lead at PFS regularly on a Wednesday afternoon. The purpose of this was to deliver work and help support the children with their learning. Together they set work as well as using the work that teachers had provided. Educational games were also played and the Learning Mentor would read 1:1 with the younger children. Art based interventions were held every other week.

This was then continued throughout the summer holidays by the Learning Mentor every Wednesday between 12pm and 4.30/5pm. This work was sourced herself or had been

put aside from packs downloaded by teachers. It also helped and encouraged parents to get involved. Many of them admitted that they struggled with reading and writing which holds them back with supporting their children at home.

In total, they supported around 20 children as well as doing a couple of home tutor visits to a family.

Much needed food boxes were delivered each week to our vulnerable families by staff and this service continued throughout lockdown and during the summer holidays. Many of these families relied heavily on these packages being delivered as there were delays in receiving/using food vouchers and they were gratefully received with donations from supermarkets, other parents and the community.

Work packs were also delivered to families (sometimes with the food packages) to support children who did not have access to a laptop/the internet at home which therefore reduced the pressure on parents of trying to find alternative ways to access the work. In some instances, laptops were loaned to children by the school.

Teachers made calls each week to the children in their class (sometimes once every couple of weeks) to check to see how they were getting on and if they needed support. Parents were very grateful for these calls and additional calls were also made by the Inclusion team each week to check on our vulnerable families.

A report written to Governors details the support that was put in place during this time and Ofsted monitoring visit evaluated provision.