

# Eileen Wade Primary School

## Pupil Premium Strategy Statement 2020 - 21

1. Summary information					
<b>School</b>	Eileen Wade Primary School				
<b>Academic Year</b>	20 / 21	<b>Total PP budget</b>	£6,380	<b>Date of most recent PP Review</b>	Autumn 20
<b>Total number of pupils</b>	70	<b>Number of pupils eligible for PP</b>	5	<b>Date for next internal review of this strategy</b>	Spring 2021

### 2. Current attainment see section 7 below

3. Barriers to future attainment (including pupils eligible for PP, including high ability)	
<b>A.</b>	Children having a high mobility
<b>B.</b>	The Gap between Pupil Premium Group and peers achieving higher than expected
<b>C.</b>	Medical needs
<b>D.</b>	Lack of engagement in reading at home, limited vocabulary

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Children that have a high mobility(in year movers) - the gaps are identified and interventions/support in place swiftly	Children work at ARE by the end of the year and caught up with their peers and children settle in to school with their emotional needs being supported too.
<b>B.</b>	Improve Numeracy Skills including challenging the more able.	Pupils make good progress by the end of the year including the more able pupils. All PP children have access to an ipad when needed.
<b>C.</b>	Improved progress in literacy with a specific focus on developing reading skills and enjoyment of reading to also improve, enrich and widen vocabulary. T.o provide a variety of texts for diverse readers -	Pupils make good progress by the end of the year and meet their individual targets. Pupils eligible for PP identified as high ability make as much progress as 'other' pupils identified as high ability.
<b>D.</b>	For children that gaps in learning have widened due to covid to 'Catch up' and for Gaps to close.	Children to make good progress and catch up with their peers

<b>E.</b>	Children will have good support for their mental health and wellbeing. Children are able to socialise and re-establish good relationships with the adults and children in school.	Children feel happy and safe and are ready to learn in school Children have made good relationships with hteir peers
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## 5. Planned expenditure

Academic year	2020/21
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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	Strategies	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
All pupil premium eligible pupils that do not have SEND achieve at least expectations for end of year in core subjects	Continue to employ a teacher to take a Year 2 class of 10 children. (Apr – Jul only)	<p>This will impact on pupil/ teacher ratios in the Year 3 and 4 class. Teacher/pupil ratios will be 1:18 in Year 3 and 4 also with HLTA support.</p> <p>This allows for teacher and HLTA to spend more supporting the Pupil Premium children.</p> <p>Evidence of teacher impact from Sutton trust, progress data for pupils from previous years and impact from other schools illustrate the effectiveness.</p>	<p>Maths lead/English lead and SENDCO lead to liaise/ support Year 3/4 teacher.</p> <p>Peer observation.</p> <p>Monitoring of implementation and impact.- ensure embedded in teaching and learning</p>	CA/LV/VH	Half termly triangulation Half termly pupil progress meetings and termly data
CPD ensures that staff are fully equipped to understand and meet pupil needs	Whole school training for English	Sutton Trust evidence shows that highly skilled teachers have a high impact on pupil outcomes.		Monitored by English leaders.	Termly

Pupil Premium eligible children with SEND make at least good progress	Support staff to work in classrooms providing additional support Small group and 1:1 support – TA / HLTA  Individual / Group work with subject leader / SENCO	Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit.	SEND/CO/HT and SLT monitor and observe	VH/LV/CA	Half termly pupil progress meetings and termly data termly
<b>Total budgeted cost</b>					£1,506
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Strategies</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
PP children are being challenged in maths	Subscribe to TT Rockstars 19/20 Twinkl (wellbeing resources) White rose	To continue to enhance the quick recall and learning of multiplication and division– TT RockStars supports children in the quick recall and understanding of times tables. This provides challenge and competition for the more able Pupil Premium learners and can be adapted and differentiated to provide support for low ability children. Pupils can access the programme from home and from school on ipads or laptops which have also been paid for by PP money.	Maths lead  For class teachers to monitor the access by PP children and the progress/understanding.	LV	Spring 2020

	Buy good quality books For children's literacy skills	Having a well stocked library and good quality reading books in class, encourages a love of reading and many children chose to access it at lunchtime. Developing pleasure for reading is an essential part of the curriculum	Monitored by English leaders. Data and pupil feedback will be analysed to ensure impact in reading outcomes.		
PP children that have a high mobility and struggle with confidence are becoming more resilient in their learning and well being.	Subscribe to Twinkl wellbeing package and Yoga class To develop academic resilience in children that have high mobility – to continue their understanding of learning and support wellbeing.	If children feel safe and happy and have formed good relationships, they are then prepared for their learning.		SLT	
1-1 support and intervention	1-1 support for children that need extra help to close the gap or carry out wellbeing sessions.	If children feel safe and happy and have formed good relationships, they are then prepared for their learning.	Monitored by SLT	SLT	
<b>Total budgeted cost</b>					<b>£1,684</b>
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Strategies</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
All pupils have opportunity of curriculum enrichment / extra-curricular	Support for educational visits including residentials, workshops and wider activities;	Increased pupil engagement, motivation and involvement, team building and increased social/behaviour skills.	Monitoring by SLT	Head	Termly club leaders to monitor uptake

activities including residential. Ensure finance is not a barrier to any child attending a trip	extended school activities – before and after school clubs	This will be an enriching experience for these pupils.			
To support transition to Secondary school	Contribution towards school uniform	So children feel confident and not embarrassed because they look different when starting secondary school in September. To feel they belong.	Monitoring by SLT	Head	September 2021
IT equipment	IT equipment to support PP during Lockdown	Children are able to access remote learning work from home	Monitoring by SLT		Monitoring of engagement
<b>Total budgeted cost</b>					£3727
<b>Total PP Cost</b>					£6917

**We are unable to review the previous year due to Covid**

6. Review of expenditure				
Previous Academic Year		19/20		
i. Quality of teaching for all				
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
ii. 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

<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
<b>7. Additional detail</b>				