

Townley School Pupil Premium Strategy 2020 - 21

1. Summary information					
Total number of pupils	93	Total PP budget	£11880	Date of most recent PP Review	
Number of pupils eligible for PP	9	Number of pupils eligible for PP Forces	0	Date for next internal review of this strategy	December 20

2. Strategy Statement	
<p>The Pupil Premium Allocation is currently calculated on the number of pupils on roll in receipt of free school meals and from 2012–13 the government also included the funding for any child attending who had ever been on (Ever 6), Looked After Children and Service children on the date of the School Census.</p> <p>The aim of the Pupil Premium is to enable the School to target pupil attainment and ensure that they achieve their maximum potential. In order to ensure that the additional monies have the maximum impact on the targeted pupils, thorough analysis is carried out of the children’s academic progress against other pupil groupings in school and national data.</p> <p>The funding is not spent on one particular item but is used as part of our budget to support a number of areas in school. This list is not exhaustive but gives an outline of the main areas in which monies will be spent.</p> <p>Monitoring of pupil progress and the impact of expenditure takes place as outlined below. Needs are reviewed and next steps identified in parent, teacher and support staff meetings and based on children’s needs so that we can prepare our children for the future.</p>	

3. Current attainment

EYFS			
	Pupils eligible for pupil premium (PP)	Pupils not eligible for PP	
		School Average	National average
Good level of development (GLD)	1		NA as no statutory Data 2019/20

YEAR 1 PHONICS SCREENING CHECK

	Pupils eligible for PP	All Pupils	
<i>1 pupil eligible</i>		School Average	National average
	100%	NA as no statutory Data 2019/20	

END OF KS1

	Pupils eligible for PP	All Pupils	
1 pupil in receipt of PP		School average	National average
% achieving expected standard or above in reading, writing and maths			no statutory Data 2019/20
% making expected progress in reading			
% making expected progress in writing			
% making expected progress in maths			

END OF KS2

	Pupils eligible for PP	All Pupils	
1 pupils in receipt of PP, cohort size 16		School average	National average
% achieving expected standard or above in reading, writing and maths			no statutory Data 2019/20
% making expected progress in reading			

% making expected progress in writing			
% making expected progress in maths			

4. Barriers to future attainment (for pupils eligible for PP)

Academic barriers *(issues to be addressed in school, such as poor oral language skills)*

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| A. | Inconsistencies in the quality of teaching and learning across the school. |
| B. | receptive and expressive vocabulary is poor |
| C. | The teaching of reading is inconsistent across the school, this particularly impacts on PP as a high number of these children do not receive help with reading at home. |
| D. | The nature of Special Educational Needs has become more complex in the last three years; in addition, the school has noticed an increase in the number of children presenting with mental health needs. |
| C. | Pupils not being 'ready to learn' in class (pupils are not in a secure place mentally/emotionally) and demonstrate poor learning skills such as difficulties with organisation, commitment and resilience. |
| D. | Parental engagement for some PP children has proven difficult; some have low expectations of child by family, others have reluctance to send children to school. |

Additional barriers *(including issues which also require action outside school, such as low attendance rates)*

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| E | Attendance for PP children (or children in receipt of free school meals) showed that some PP had attendance below 96% and were persistent absentees. However, there are some children in receipt of PP who have authorised medical reasons for their absence, in these cases the school needs to develop closer links with the NHS to ensure children attend school regularly where possible. |
| F. | Parental support during the COVID school closure period was weak for children in receipt of PPG. Only one PP family actively engaged in learning at home. Five of these families were given a school computer to use, a further three had no internet at home to use the device. |

G.	Some home environments have limited reading material, nowhere suitable for a child to be quiet and read or do homework and parental engagement can also be poor.(Possibly due to lack of confidence or poor basic skills of parents)
H.	PP children have additional needs, either medical needs or wellbeing issues.
5. Intended outcomes (<i>specific outcomes and how they will be</i>	Success criteria
Improve reading skills for pupils eligible for PP	Outcomes for all year groups are in line with PP children nationally.
Accelerate progress of PP children	Analysis of data and monitoring of PP group will show that these children are making progress at least in line with their peers and in some cases, progress will be accelerated (identified in Pupil Progress Meetings).
Improve attendance of PP children, particularly where absence is not authorised	Continue with targeting of children as soon as attendance and punctuality falls.
Increase the number of PP children reaching the national standard in reading at the end of KS2.	There is an increase in the % age of PP children reaching the higher standard in reading at the end of each KS.
For all children to approach and overcome challenges in a positive way.	Fewer PP children will have difficulty in social situations; This will be monitored through behaviour records.
For PP children to achieve the same as non-PP children at the end of KS1	For PP children to achieve the expected standard at the end of Y2 in 2020
Increase parental engagement.	High attendance at parent workshops, Friends of Townley School events and parents evening. Increase in the number of parents attending; monitor numbers over the year. Positive feedback /comments on parental questionnaires.

6. Planned Expenditure Academic Year 2020 21

Action	Intended Outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Quality of teaching for all					
<p>100% good or better teaching everyday</p> <p>Continual raising of teachers' expectations of PP pupils and provision of challenge for these children in all lessons [focus of all lesson observations]</p> <p>Relevant training is provided to ensure the provision for our disadvantaged pupils is of high priority and we are up to date with the current programmes.</p> <p>Catch up planned for and implemented in light of</p>	<p>Every child receives teaching which is good in every classroom every day.</p> <p>Children will catch up with their peers quickly</p>	<p>Education Endowment Foundation report 2019 states that "Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils."</p> <p>Slow progress rates made by pupil premium children particularly in key stage 2.</p> <p>Currently there are no studies into the impact of Lockdown specifically on disadvantages children, however from our anecdotal evidence we can see that these children have been significantly disadvantaged compared to their peers nationally.</p>	<p>Lesson observations identify aspects of good teaching with focus on feedback to improve.</p> <p>CPD/ coaching provided in any areas where this is identified as useful.</p> <p>Half termly book trawls by as outlined in SIDP and termly assessment data analysis shows disadvantaged pupils are either; at least maintaining their previous year/KS1 position; making accelerated progress to at least return to this standard.</p>	HT and SL	½ termly

COVID learning losses					
<p>For teachers to be able to address the needs of children in receipt of PP, regardless of their starting point during lesson time and increased teacher time.</p> <p>Embed the Powerful Words project.</p> <p>Gaps in learning to be addressed.</p> <p>Gaps identified in formative assessment allow for precisely targeted teaching to remedy these.</p>	<p>Provision of teacher led [wherever possible] interventions and small group sessions to ensure disadvantaged pupils keep-up and catch-up.</p> <p>Children identified to achieve GDS, achieve this in statutory assessment.</p>	<p>Education Endowment Foundation report 2019 states that “Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.”</p> <p>Disadvantaged children in our school often have a limited use of vocabulary.</p> <p>Slow progress rates made by pupil premium children particularly in key stage 2</p> <p>Meta-Analysis of research by John Hattie breaks down quality teaching into:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Pupils having clear goals/objectives. <input type="checkbox"/> Teachers providing pupils with modelling/scaffolding/appropriate steps to achieve them. 	<p>Lesson observations identify aspects of good teaching with focus on feedback to improve.</p> <p>CPD/ coaching provided in any areas where this is identified as useful.</p> <p>Half termly book trawls by as outlined in SIDP and termly assessment data analysis shows disadvantaged pupils are either; at least maintaining their previous year/KS1 position; making accelerated progress to at least return to this standard.</p>	Class Teachers	Termly
Total Allocation: £1,800					

Action	Intended Outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Targeted Support					
<p>½ termly meetings between advocate and class teacher to identify needs of children and plan next steps for individuals.</p> <p>Monthly meetings between Champion and targeted PP children (as identified in PPM) to provide coaching and mentoring as necessary.</p>	<p>Every child eligible for PP has a champion on the staff, enabling decisions to prioritise their needs.</p>	<p>Education Endowment Foundation report 2019 states that “The challenge of implementation means that less is more: selecting a small number of priorities and giving them the best chance of success is a safer bet than creating a long list of strategies that becomes hard to manage.”</p> <p>Sometimes staff do not always fully see things from the perspective of a disadvantaged child, as many staff have not experienced this themselves.</p>	<p>HT and PP governor to monitor progress of PP to ensure children are making progress (as outlined in SIDP). HT to meet with advocate monthly.</p>	<p>HT and Kerry Hammond.</p>	<p>Termly</p>
<p>Opportunities and experiences help to widen children’s horizons and ‘diminish the difference’, providing pupils with experiences that they can discuss and draw upon in their learning.</p> <p>For pupils to access a range of social/cultural/sporting experiences, visits and</p>	<p>Disadvantaged pupils have aspirations for, and knowledge of, career options; raised awareness of the qualifications and training needed to achieve them; the desire and motivation to achieve personal academic goals.</p>	<p>As a school we feel it is important to support families/pupils to experience a variety of opportunities throughout their school years and know that such experiences can have an impact on a child’s confidence, self-esteem and self-belief.</p> <p>Pupils and their families have a low of aspirations for their futures reducing their motivation</p>	<p>End of year questionnaires by year 5 and 6 children show good awareness of future options, children can verbalise their plans for their future including FE options.</p> <p>Each session will be monitored by CT and or advocate.</p> <p>Four case studies</p>	<p>Headteacher</p>	<p>Yearly</p>

<p>activities.</p> <p>Supporting families to ensure children have the correct kit when representing the school for sporting events, and have access to transport to and from events</p> <p>Pupils' horizons will be broadened, and they will learn more about culture and music.</p>		<p>and commitment to learning.</p> <p>Planned residential visits that enhance the life skills of pupils and consolidates social skills such as teamwork, leadership and resilience.</p>	<p>provided for governors from a range of children in receipt of PP at the end of the year (one per class)</p>		
<p>Delivery of specific programmes for vulnerable pupils.</p> <p>Partnership working with health, ed. psych, social care for targeted pupils.</p> <p>Provision of ESLA trained PP Champion to support nurture for vulnerable children.</p> <p>Pupil Premium mentoring programme with champion, and TAs across school.</p>	<p>Pupils with identified social, emotional or health needs are supported by school staff so that the needs are removed, or alleviated. Families actively seek support from school to reduce need for social care agency involvement.</p> <p>Families confidentially feedback that they feel well supported during social care issues.</p> <p>Families on support plan are reduced to</p>	<p>Pupils and their families social & emotional difficulties, including medical issues, can be a barrier to school success for some children.</p>	<p>Pupil voice questionnaire.</p> <p>Case studies provided for governors by SENCO of a child in receipt of PP at the end of the year.</p> <p>Group interviews and individual talks with PP children and named Governors.</p>	<p>HT</p>	<p>Termly</p>

	<p>CIN stage</p> <p>Standards of attainment improve in KS1 and KS2 SATS in all 3 subjects for PP pupils in 2021 tests</p> <p>Pupil voice questionnaire will show that children feel more supported through mentoring programme.</p>				
<p>Pupils in Y6 receive additional, high quality individual and/or small group support and challenge in English and Maths.</p>	<p>Targeted pupils receive additional support in English and/or Maths by highly qualified teachers, and support staff. Provide additional support within class to offer reinforcement and pre-teaching in English and/or Maths Provide high quality 1:1 tuition for identified pupils in Reading, Writing and/or Maths.</p>	<p>Quality First Teaching and small group tuition (+4) have both been proven to have a positive impact on outcomes</p>	<p>On going monitoring of teaching and learning of PPG children. Outcomes of PPG children linked to teachers' appraisal targets Termly tracking of PPG children show they are making at least 'good' progress</p> <p>Pupil Voice monitoring</p> <p>Clear entry and exit data</p>		<p>Termly and as interventions end</p>
<p>Provide specialist provision to support pupils with emotional, social and/or</p>	<p>Ensure identification of pupils is transparent and recorded. Monitor</p>	<p>Removing barriers to learning is a proven way to improve the educational outcomes of pupils.</p>	<p>Teacher and pupil questionnaire at entry and exit points to</p>	<p>SENDCo</p>	<p>Termly and as interventions</p>

<p>behavioural difficulties allowing them to maximise their efforts on learning in the classroom.</p> <p>Children with social, emotional and/or behavioural needs will feel supported and be given time to get in the correct mind-set for learning either before school or lunchtimes.</p>	<p>behaviour and evaluate whether improvements in behaviour translates into improved attainment.</p>	<p>Using specialist support and targeting individual children with individual needs e.g. anger resolution will allow identified pupils to access their learning once barrier is removed.</p> <p>Research highlights the impact of poor mental health on children's overall well-being and how it impacts detrimentally on academic achievement and attainment. We believe that the emotional well-being of some of our PPG pupils is affected as a result of external factors such as anxiety, separation, attachment etc. and that it is beneficial to deal with the root cause to allow pupils the opportunity to concentrate on their learning.</p> <p>Nurture support ensures that children with social, emotional and/or behaviour needs are supported and given the time needed to calm or talk through concerns to ensure they are ready and able to learn.</p>	<p>monitor and evaluate impact.</p> <p>Termly Behaviour reports to FGB.</p>		<p>end</p>
<p>Total Allocation: £10,080</p>					

7. Review of spending Academic Year 2019 20

Action	Intended Outcome	Rationale	Outcomes
<p>100% good or better teaching everyday</p> <p>Continual raising of teachers' expectations of PP pupils and provision of challenge for these children in all lessons [focus of all lesson observations]</p> <p>Relevant training is provided to ensure the provision for our disadvantaged pupils is of high priority and we are up to date with the current programmes.</p>	<p>Every child receives teaching which is good in every classroom every day.</p>	<p>Education Endowment Foundation report 2019 states that "Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils."</p> <p>Slow progress rates made by pupil premium children particularly in key stage 2</p>	<p>Lesson observations identify aspects of good teaching with focus on feedback to improve, due to COVID school closure the quality of teaching was good in 75% of classes before we closed. However where teaching was not good, the children in receipt of PP in this class were on track to achieve the expected standard at the end of the year.</p>
<p>For teachers to be able to address the needs of children in receipt of PP, regardless of their starting point during lesson time and increased teacher time.</p> <p>Undertake the Powerful Words project.</p>	<p>Provision of teacher led [wherever possible] interventions and small group sessions to ensure disadvantaged pupils keep-up and catch-up.</p> <p>Children identified to achieve GDS, achieve this in statutory</p>	<p>Education Endowment Foundation report 2019 states that "Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils."</p> <p>Disadvantaged children in our school often have a limited use of vocabulary.</p>	<p>Lesson observations identify aspects of good teaching with focus on feedback to improve, due to COVID school closure the quality of teaching was good in 75% of classes before we closed. However where teaching was not good, the children in</p>

<p>Gaps in learning to be addressed.</p> <p>Gaps identified in formative assessment allow for precisely targeted teaching to remedy these.</p> <p>Targeted additional adult support in every classroom.</p>	<p>assessment.</p>	<p>Slow progress rates made by pupil premium children particularly in key stage 2</p> <p>Meta-Analysis of research by John Hattie breaks down quality teaching into:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Pupils having clear goals/objectives. <input type="checkbox"/> Teachers providing pupils with modelling/scaffolding/appropriate steps to achieve them. 	<p>receipt of PP in this class were on track to achieve the expected standard at the end of the year. Gaps in learning were being addressed through QFT and intervention was being used to address gaps in learning. The Powerful Words Project had been running for a few weeks before the school closure, therefore too early to say if it was having an impact. Additional adult support enabled children to have precision teaching, and ELSA support assessments had begun when just before school closed.</p>
<p>Reintroduction of named Pupil Premium Champion on staff.</p> <p>½ termly meetings between advocate and class teacher to identify needs of children and plan next steps for individuals.</p> <p>Monthly meetings between Champion and targeted PP children (as identified in PPM) to provide coaching and mentoring</p>	<p>Every child eligible for PP has a champion on the staff, enabling decisions to prioritise their needs.</p>	<p>Education Endowment Foundation report 2019 states that “The challenge of implementation means that less is more: selecting a small number of priorities and giving them the best chance of success is a safer bet than creating a long list of strategies that becomes hard to manage.”</p> <p>Sometimes staff do not always fully see things from the perspective of a disadvantaged</p>	<p>HT and PP governor monitored progress of PP to ensure children are making progress (as outlined in SIDP). PP champion meet with all teachers termly to discuss next steps for children and had meet with all children once prior to Lockdown.</p>

as necessary.		child, as many staff have not experienced this themselves.	
<p>Opportunities and experiences help to widen children’s horizons and ‘diminish the difference’, providing pupils with experiences that they can discuss and draw upon in their learning.</p> <p>For pupils to access a range of social/cultural/sporting experiences, visits and activities.</p> <p>Paying for music tuition for those children who have an interest but would otherwise be unable to take part</p> <p>Supporting families to ensure children have the correct kit when representing the school for sporting events, and have access to transport to and from events</p> <p>Pupils’ horizons will be broadened, and they will learn more about culture and music.</p>	<p>Disadvantaged pupils have aspirations for, and knowledge of, career options; raised awareness of the qualifications and training needed to achieve them; the desire and motivation to achieve personal academic goals.</p>	<p>As a school we feel it is important to support families/pupils to experience a variety of opportunities throughout their school years and know that such experiences can have an impact on a child’s confidence, self-esteem and self-belief.</p> <p>Pupils and their families have a low of aspirations for their futures reducing their motivation and commitment to learning.</p> <p>Planned residential visits that enhance the life skills of pupils and consolidates social skills such as teamwork, leadership and resilience.</p>	<p>Due to sudden end to school year questionnaire were not distributed this year.</p> <p>All eligible children in receipt of PP attended residential to Burwell.</p> <p>Summer Term sporting events were unable to happen due to school closures.</p>
Provision of SENCO in school to address specific needs for pupils	Pupils with identified social, emotional or health needs are	Pupils and their families social & emotional difficulties, including	Due to sudden end to school year questionnaire were not

<p>and work with social care as needed. Release time to enhance and support provision for high need PP pupils, including liaising with outside agencies and parents, completing paperwork and organising finance.</p> <p>Delivery of specific programmes for vulnerable pupils.</p> <p>Partnership working with health, ed. psych, social care for targeted pupils.</p> <p>Provision of teaching assistants in class to nurture vulnerable children.</p> <p>Pupil Premium mentoring programme with champion, and TAs across school.</p>	<p>supported by school staff so that the needs are removed, or alleviated. Families actively seek support from school to reduce need for social care agency involvement.</p> <p>Families confidentially feedback that they feel well supported during social care issues. Families on support plan are reduced to CIN stage</p> <p>Standards of attainment improve in KS1 and KS2 SATS in all 3 subjects for PP pupils in 2020 tests</p> <p>Pupil voice questionnaire will show that children feel more supported through mentoring programme.</p>	<p>medical issues, can be a barrier to school success for some children.</p>	<p>distributed this year.</p> <p>All eligible children in receipt of PP attended residential to Burwell and other school trips.</p> <p>Case studies provided for governors by SENCO of a child in receipt of PP at the end of the year – this is not quite ready yet.</p> <p>Group interviews and individual talks with PP children and named Governors, this has meant governors have an understanding of pupil voice and are able to oversee that spending is responsive to the needs of children.</p>
<p>Pupils in Y6 receive additional, high quality individual and/or small group support and challenge in English and Maths.</p>	<p>Targeted pupils receive additional support in English and/or Maths by highly qualified teachers, at support staff. Provide additional support within class to offer reinforcement and pre-teaching in English and/or Maths Provide high quality 1:1 tuition for identified pupils in</p>	<p>Quality First Teaching and small group tuition (+4) have both been proven to have a positive impact on outcomes</p>	<p>This intervention had begun, using Success@ for maths. Some guided reading support had begun before schools closed.</p>

	Reading, Writing and/or Maths.		
<p>Provide specialist provision to support pupils with emotional, social and/or behavioural difficulties allowing them to maximise their efforts on learning in the classroom.</p> <p>Children with social, emotional and/or behavioural needs will feel supported and be given time to get in the correct mind-set for learning either before school or lunchtimes. Reduced number of playtime 'incidents'</p>	<p>Ensure identification of pupils is transparent and recorded. Monitor behaviour and evaluate whether improvements in behaviour translates into improved attainment.</p>	<p>Removing barriers to learning is a proven way to improve the educational outcomes of pupils. Using specialist support and targeting individual children with individual needs e.g. anger resolution will allow identified pupils to access their learning once barrier is removed. Research highlights the impact of poor mental health on children's overall well-being and how it impacts detrimentally on academic achievement and attainment. We believe that the emotional well-being of some of our PPG pupils is affected as a result of external factors such as anxiety, separation, attachment etc. and that it is beneficial to deal with the root cause to allow pupils the opportunity to concentrate on their learning. Nurture support ensures that children with social, emotional and/or behaviour needs are supported and given the time needed to calm or talk through concerns to ensure they are</p>	<p>There were only recorder behaviour incidents for one child in receipt of PP at lunchtimes. This child had begun an ELSA assessment and Lego Therapy before schools closed..</p>

		ready and able to learn.	
<p>Maintain attendance officer role, to continue to monitor weekly, following the three letter procedure. Parents made aware of expected attendance levels when they fall below 90%.</p> <p>Maintain partnership working with EWO and cluster attendance leads.</p>	<p>Low attendance and persistent absenteeism rates are at least in line with national.</p>		<p>Termly attendance (incl persistent absentee of PP pupils) report to governors. The attendance of children in receipt of PP had improving attendance before the school closures in March. Statutory powers were used where possible, however where medical evidence was provided the school was trying hard to work with health to improve the attendance. This partnership with health has been challenging as health have been reluctant to listen to the voice of the school and this has been escalated to the LA, resulting in Team Around the School Meetings.</p>