

Kirtlington CE Primary

Pupil Premium Strategy Statement

1. Summary information					
School	Kirtlington CE Primary				
Academic Year	2020-21	Total PP budget	£13,232	Attendance figure for PP	N/A due to covid
Total number of pupils	73	Number of pupils eligible for PP	9 (12%)	Overall attendance	N/A due to covid

2. End of year attainment July 2019 (No data available for July 2020 due to Covid)				
	KS1 Pupils eligible for PP (1)	KS1 Non-Disadvantaged (6)	KS2 Pupils eligible for PP (0)	KS2 Non-Disadvantaged
% attainment /progress in reading	100%	83%	n/a	80% /0.42
% attainment/progress in writing	0%	67%		80% /-1.67
% attainment /progress in maths	100%	83%		80% /0.78
% achieving in reading, writing and maths	0%	67%		80%

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.	Aspects of children's reading, writing and maths skills are not yet at age related expectations (+impact of covid on learning)
B.	Ability to access the wide range of school activities and opportunities for curriculum enrichment is restricted
C.	Lower levels of emotional well-being which affects confidence in learning
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
D.	Impact of covid upon attending school

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Raise attainment and narrow the gap for pupils eligible of PP to at least age related expectations	Pupils from disadvantaged backgrounds attain similar progress and attainment scores to their non-disadvantaged peers at end of key stage

B.	Children have equal opportunities like their peers to access extended curricular opportunities and experience an enriching and broad curriculum	Pupil interviews show pupils talk enthusiastically about what they enjoy at school, are engaged in their learning and develop key skills for a range of subjects
C.	Children's emotional wellbeing is good, enabling them to learn successfully.	Pupil interviews/observations show good levels of wellbeing; pupils talk enthusiastically about their learning in class and their aspirations for the future
D.	Ensure high quality provision is in place for PP children during remote learning /covid	PP pupils are able to access remote learning /high quality provision the same as pupils from non-disadvantaged backgrounds

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, learning and assessment 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?
A Raise attainment and narrow the gap for pupils eligible of PP to at least expected age related expectations	English and maths Interventions to address learning needs as part of a successful covid recovery curriculum	Detailed gap analysis by subject leaders and teachers will ensure children are effectively targeted and will make good progress as a result of high-quality interventions. <i>All of our learners will need a holistic recovery, some may need a focused recovery intervention programme, personalised to their needs; others may need a deeper and longer lasting recovery period. A Recovery Curriculum: Loss and Life for our children and schools post pandemic. Barry Carpenter, CBE.</i>	Maths and English subject leaders to carry out detailed gap analysis across the school each term. All teachers are responsible for implementation of intervention programmes eg NCETM Ready to Progress, Literacy Shed Plus,	All teaching staff Subject leaders	Maths and English leaders monitoring cycle each half term. Pupil progress meetings each term.
C Children's emotional wellbeing is good, enabling them to learn successfully.	Whole school mental health /wellbeing training	Children that have good mental health will be ready to learn and make good progress. <i>Young Minds (2020) Coronavirus; the impact on young people with mental health needs. www.youngminds.org.uk</i>	Through a high quality CPD staff training programme linked to the SDP.	HT	Through pupil progress meetings each term. Through termly SDP monitoring.
Total budgeted cost					£ 2000
ii. Outcome for pupils though 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 Raise attainment and narrow the gap for pupils eligible of PP to at least expected age related expectations	Individualised 1:1 TA support additional time for phonics, reading/writing and maths support	Using TAs to deliver high quality one to one and small group support using structured interventions as recommended in <i>Making best use of Teaching Assistants guidance report EEF 2016</i>	Teaching staff are responsible for monitoring interventions through individual provision maps. CPD where needed to ensure high quality teaching and learning is in place	All teaching staff Senior leaders	Across the year through Pupil progress meetings/ PP reviews.
C Children's emotional wellbeing is good, enabling them to learn successfully	Individualised ELSA sessions to support emotional well-being and resilience. Staff CPD to support pupil's needs.	<i>DfE Mental Health and Behaviour in Schools, November 2018</i> , acknowledges role schools can play in improving pupil's mental health. Structured sessions develop positive learning attitudes through increased self-confidence.	ELSA activities will be supervised by Ed Psychologist team. ELSA/ HT will meet regularly to review pupils progress against targets. Analysis of pupil interviews.	ELSA TA/ HT	Across the year at the start/end of interventions.
Total budgeted cost					£10,517
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 Children have equal opportunities like their peers to access extended curricular opportunities and experience an enriching and broad curriculum	School trips, activities and costs are met to support extracurricular opportunities and broaden experiences for pupils	Pupil interviews show these opportunities are an integral part of learning in school and will improve a child's enthusiasm and engagement in learning.	Teaching team/ SBM will work collaboratively with parents to ensure all families are aware of the opportunities available.	Teaching team SBM	At the beginning / end of each term.
D Ensure high quality provision is in place for PP children during remote learning /covid	Ensure all pupils have vulnerable school places or have high-quality IT home learning provision/ access	Evidence from the school closure in March 2020 and pupil progress data shows that high quality provision for PP children takes place in school and pupils learn best in school.	HT/SBM will ensure all PP children have access to DFE laptops or are provided with a school laptop All teachers will ensure Home packs with the necessary equipment are provided	HT/SBM All teaching staff	Class teachers to monitor provision weekly.

Total budgeted cost £500

6. Review of expenditure 2019-20 Any shortfall has been funded from main school funding. **School closure due to Covid.**

Previous Academic Year	2019-20		Total PP budget: £10,220	
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated 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
A Raise attainment and narrow the gap for pupils eligible of PP to at least expected age related expectations.	Use growth mindset approach to develop greater resilience, perseverance, and independence in learning.	In the autumn term, this approach was highly consistent across the school and pupil surveys showed children were able to explain the benefits of a growth mindset in their learning.	This approach will be one of the strategies to support pupils in their learning as they return to school.	£8244
	Interventions to address learning needs.	Parental feedback and pupil progress meetings in the autumn term, evidenced that children's confidence was significantly improved because of high-quality interventions.		
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated 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
A. Raise attainment and narrow the gap for pupils eligible of PP to at least age-related expectations.	Individualised 1:1 TA additional time phonics/writing/reading/ maths support	TA additional time had a positive impact upon PP progress during the autumn term. Data showed that all PP pupils made progress in reading/phonics, writing and maths.	As part of our return to school strategy, we will continue to use 1:1 additional TA time to support PP pupils in specific areas of the curriculum to enable them to make good progress.	£1600

<p>C. Children’s emotional wellbeing is good, enabling them to learn successfully</p>	<p>Individualised ELSA TA sessions to support emotional well-being and resilience. Staff CPD to support pupil’s needs.</p>	<p>ELSA support was used effectively to support vulnerable pupils in the autumn term and support across the school was positively commented upon by external professionals connected to school at this time.</p>	<p>As part of our return to school strategy, we will continue to utilise ELSA support for pupils in need. Further whole school training is needed to ensure all staff have a good foundation knowledge of strategies to promote good mental health in pupils.</p>	
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iii. Other approaches

Desired outcome	Chosen action/approach	Estimated 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
<p>B Children have equal opportunities like their peers to access extended curricular opportunities and experience an enriching and broad curriculum</p>	<p>School trips, activities and costs are met to support extracurricular opportunities and broaden experiences for pupils</p>	<p>In the autumn term, all pupils participated in school/class trips and any additional costs were met for extracurricular opportunities like clubs. All families were highly positive about receiving Blenheim Palace family passes.</p>	<p>As school life resumes, this will continue to be an integral part of our support as experiences on school/class trips are of very high educational value.</p>	<p>£260</p>
<p>D Improve attendance for PP children to be in line with non-disadvantaged pupils to expected levels</p>	<p>Pre teaching approach to ensure PP children can access learning. Continue to celebrate good attendance.</p>	<p>In the autumn term, pre-teaching was successful for those pupils who had missed core learning. There was a successful strategy in place for monitoring PP families during the lockdown.</p>	<p>As part of our return to school strategy, we will monitor attendance for PP children closely and ensure there is high quality learning provision in place in case of further school closures.</p>	
			<p>Total Spend: £ 10,104</p>	

7. Additional detail

As we have very small numbers there is a risk of identification if too much detail is given. This programme is subject to variation and we have built in the flexibility to make adjustments as we monitor the progress children are making and evaluate their needs.