



Pupil Premium Strategy Statement 2020-21

Pupil premium funding is a national initiative, launched in 2011, designed to raise attainment for all disadvantaged pupils and to support readiness for life.

‘Closing the attainment gap between disadvantaged children and their peers is the greatest challenge facing English schools. The gap is stubborn because its causes are entrenched and complex, and most lie beyond the control of schools and educators. However, it is clear that schools can make a difference.

In England, the gap has closed in both primary and secondary schools since the introduction of the Pupil Premium, and in every part of the country schools have demonstrated how great teaching and careful planning can make a huge impact on the outcomes of disadvantaged children.’

Education Endowment Foundation – The EEF Guide to Pupil Premium funding

A 3 Tiered approach

At Great Addington CE Primary School we have adopted a 3 tiered approach to Pupil Premium spending to focus on strategies which will have the greatest impact:

- 1. Teaching:** Improving the quality of teaching and providing professional development opportunities is at the forefront of our approach. Evidence strongly suggests that the most effective way to improve outcomes for disadvantaged children is through excellent classroom teaching. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is key to ensuring high quality provision for all.
- 2. Targeted academic support:** We use a variety of one-to-one or small group interventions linked to effective classroom teaching and learning. Evidence consistently demonstrates the positive impact targeted academic support can have.
- 3. Wider strategies:** Providing support in tackling the most significant, non-academic, barriers to success at school is the final, important tier. Such support includes addressing attendance issues and providing behaviour and social and emotional support.

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1. Summary information

School	Great Addington CE Primary School				
Academic Year	2020-21	Total PP budget	17,426	Date of most recent PP Review	July, 2019
Total number of pupils on roll	95	Number of pupils eligible for PP	14	Date for next internal review of this strategy	September, 2021

2. Current attainment by the end of year 6 2018-2019 (no external data 2019-20 due to Covid 19)

	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in Reading, Writing and Maths	100%	65%
% achieving in Reading	100%	73%
% achieving in Writing	100%	78%
% achieving in Maths	100%	79%
Progress measure in Reading		
Progress measure in Writing		
Progress measure in Maths		

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

A.	Tier 1: Access by staff to quality CPD to ensure delivery of a new progression-led curriculum model;
B.	Tier 2: Some pupils may not be working at an age-related level and have conceptual gaps or misconceptions. In some cases, learning skills may need developing, including organisation, commitment and resilience.
C.	Tier 2: Some pupils have anxiety issues and low self-esteem;
D.	Tier 3: In some cases consistent punctuality and attendance and full participation in the life of the school and its social, cultural and sporting offer.

Planned Actions and Expenditure

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.

Tier 1: Teaching: To increase the effectiveness of teaching through the provision of quality CPD.

Key Actions	Rationale / Evidence for proposed actions	Monitoring	Success Criteria	Cost
<p><i>Support the cycle with sustained CPD delivered by PDET Consultants, ensuring this is subject specific where necessary.</i></p> <p><i>Specific CPD designed and delivered by Academy Trust and internally to develop QFT skills for teachers and support staff.</i></p>	<p>Great teaching is the most important lever schools have to improve outcomes for their pupils (EEF)</p> <p>Focus and consistent approach to delivering Tom Sherrington's Rosenshine Principles in Action.</p>	<p>In line with Academy Improvement Plan.</p> <p>Learning Walks, Lesson Observations with SLT and AIO.</p> <p>Analysis of seasonal data in PIRA, PUMA and SPAG to highlight gaps/progress.</p>	<p>Improved Quality First teaching for all children, resulting in good or better progress from their starting points.</p>	<p>Supply Cover £2,000.</p>
<p><i>Subject specific CPD - delivered by Liz Mynott, Katheryn Millner amongst others to develop the subject knowledge of staff through planned CPD across the year.</i></p> <p><i>CPD to equip staff to deliver the procedural and declarative knowledge of a progression curriculum with links throughout.</i></p>	<p>Ensuring every teacher is supported and prepared for the new year is essential to achieving the best outcomes for pupils. Providing opportunities for professional development - for example to support curriculum planning or focused training on the effective use of technology - is likely to be valuable (EEF).</p>	<p>In line with Academy Improvement Plan.</p> <p>Learning Walks, Lesson Observations with SLT and AIO.</p> <p>Analysis of seasonal data in PIRA, PUMA and SPAG to highlight gaps/progress.</p>	<p>Improved Quality First teaching for all children, resulting in good or better progress from their starting points, including those children in receipt of PP Funding.</p> <p>All curriculum planning documents including long term maps in place allowing staff to</p>	<p>Consultant through PDET package £0.</p>

<p><i>Support student (and staff) knowledge through the departmental construction of knowledge organisers for each cycle.</i></p>			<p>deliver a progression curriculum.</p> <p>Total Cost</p>	<p>£2,000</p>
<p>Tier 2: Targeted support: To provide effective intervention strategies, based on gap analyses, which incorporate consistent delivery; high quality feedback to pupils and the effective liaison with class teacher, tutor and pupil.</p>				
<p>Key Actions</p>	<p>Rationale / Evidence for proposed actions</p>	<p>Monitoring</p>	<p>Success Criteria</p>	<p>Cost</p>
<p>For identified gaps in learning to be addressed.</p> <p>Varied interventions (according to need) including Switched on Reading, and Maths Catch Up to be delivered by teachers and support staff CPD for untrained staff in chosen intervention including phonics (RWi). Where appropriate and related to a dip in progress/working below AIE children in receipt of PP will receive targeted and planned interventions. These will include:</p> <ul style="list-style-type: none"> • Same day class intervention; • Next day intervention; • Planned intervention daily/weekly wave 3 and wave 2 according to needs; <p>Out of class targeted interventions in Maths, Reading and SPAG to be</p>	<p>Evidence indicates that one to one tuition can be effective, delivering 5 additional months' progress on average (EEF toolkit).</p>	<p>Pupil Progress Meetings/Teacher Staff Performance Management/Monitor progress of children.</p> <p>In line with Academy Improvement Plan.</p> <p>Learning Walks, Lesson Observations with SLT and AIO.</p> <p>Analysis of seasonal data in PIRA, PUMA and SPAG to highlight gaps/progress.</p> <p>Pupil Progress Meetings/Teacher Staff Performance</p>	<p>Children make good or better progress from starting points including all those in receipt of PP funding.</p> <p>Gaps in pupils' knowledge and understanding are planned for as a result of base line assessment.</p> <p>Children in receipt of PP funding make better than expected progress, closing any gaps in own knowledge and attainment gap with non PP peers.</p>	<p>£1,000 for RM Assessment Papers</p> <p>£400 RM Shine</p>

<p>delivered by QFT/TA dependent upon timetable.</p> <p>For selected pupils to be supported in accessing learning.</p> <p>1:1 support for disadvantaged pupils who require it.</p>		<p>Management/Monitor progress of children. In line with Academy Improvement Plan.</p> <p>Learning Walks, Lesson Observations with SLT and AIO.</p> <p>Analysis of seasonal data in PIRA, PUMA and SPAG to highlight gaps/progress.</p>		<p>£10,000 Learning Support Assistants</p>
<p>For pupils to have basic needs met to ensure they are ready physically, mentally and emotionally to learn.</p> <p>To continue to contract a Counsellor/Play Therapist worker to engage with vulnerable children. To deliver Drawing and Talking Strategy as an Early Help Intervention as the needs arise.</p>	<p>Until children's self-esteem and confidence is developed, they are unlikely to make improved academic progress. EEF evaluated 'Social and Emotional Learning' as moderate impact (+4 months)</p>	<p>Progress checks from workers and interviews with pupils/families.</p>	<p>Children's self-esteem and confidence impacts on improved academic progress.</p>	<p>£1,000</p>
			<p>Total budgeted cost</p>	<p>£11,500</p>

Tier 3: Wider Strategies: To address non-academic barriers of				
Key Actions	Rationale / Evidence for proposed actions	Monitoring	Success Criteria	Cost
All PP children will access the school's full offer and extra curricular offer free of charge, both during the school day, before and after.	Pupils' horizons will be broadened and they will learn more about culture, history and geography and the importance of and additional benefits that can be gained by participating in sports and the arts. Meaningful experiences and contexts will enhance the broad and balanced curriculum.	Review with AIO measuring impact.	All pupils will access a range of social/cultural/sporting experiences/visits and activities.	£3,000
			Total budgeted cost	£3,000

Review of expenditure				
Previous Academic Year		2019 - 2020		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
To ensure consistently good (and increase)	Whole school academy improvement focus upon QFT following Rosenshines Principles in Action.	Teacher Assessment/predictions suggested that progress of PP children was in line with that of all others. In all	QFT and Rosenshines Principles to be further enhanced, together with Academy-wide focus on delivering	£500

outstanding teaching through the development of QFT across the whole Academy.		year groups except year 5 where Teacher Assessment and predictions suggested that progress of PP children was below that of others.	national curriculum through the progression model.	
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
For identified gaps in learning to be addressed. For selected pupils to be supported in accessing learning. For pupils to have basic needs met to ensure that they are ready physically, mentally and emotionally to learn.	Small group intervention and individual intervention for reading, writing, maths and grammar. Phonic interventions.	Teacher Assessment/predictions suggests that progress of PP children was in line with that of all others. In all year groups except year 5 where Teacher Assessment and predictions suggested that progress of PP children was below that of others.	New interventions to be used 2021 to include SHINE and more directed use of 1:1 as opposed to small group.	£14,023
For pupils to have basic needs met to ensure they are ready physically, mentally and emotionally to learn	Counsellor/Play Therapist Drawing & Talking Strategy	Progress Checks from workers and interviews with pupils and families showed a greater sense of emotional strength and less anxiety.	To consider wider the use of such strategies.	£1,000

iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
All pupils to access a range of social/cultural/sporting experiences, visits and activities.	All disadvantaged children had free access to the school's full offer of both extra curricular and school time enrichment activities.	Cultural capital of pupil premium pupils was enhanced.	To ensure that pupils not quite attracting PP but very close to the threshold access these experiences 100%	£2,000

Additional detail