

Ecclesall Primary School Pupil Premium strategy statement 2020-2021/ 2021-2022

**1.School Summary Ecclesall Primary School**

Academic Year as Ecclesall Primary School	2020-2021	Total PP Budget January Census 2020	<u>£33,625</u> PP/Ever 6 FSM/ £1345 per pupil		<u>£18,760</u> PPP £2345 per pupil x 8 PPP children	Date for next PP Strategy Review January 2021
Total number of pupils	593	Number of pupils eligible for Pupil Premium from Jan 2020 Census	25 PP/ Ever 6 FSM children 4.21%	Number of pupils eligible for Pupil Premium Plus from Jan 2020 Census	8 PPP children 1.34%	
Academic Year as Ecclesall Primary School	2021-2022	Total PP Budget October Census 2020	<u>£40,350</u> PP/Ever 6 FSM/ £1345 per pupil		<u>£18,760</u> PPP £2345 per pupil x 8 PPP children	Date for next PP Strategy Review January 2022
Total number of pupils	598	Number of pupils eligible for Pupil Premium from	30 PP/ Ever 6 FSM children 5.01%	Number of pupils eligible for Pupil Premium Plus	8 PPP children 1.33%	

	Oct 2020 Census	from Jan 2021 Census
<b>2. 2A/Current attainment ( KS1 Y2 Teacher assessment levels) July 2020</b>		
	Pupils eligible for PP/ PPP / Ever 6 PP (our school) very low numbers (8 children)	(National average 2019 all pupils)
Reading at expected levels	75% (6 children: 1 PPP and 5 PP)	75%
Reading at greater depth	0%	25%
Writing at expected levels	50% (4 children: 1 PPP and 3 PP)	69%
Writing at greater depth	0%	15%
Maths expected levels	62.5% (5 children: 1 PPP and 4 PP)	76%
Maths at greater depth	0%	22%
<b>2. 2B/Current attainment ( KS2 Y6 Teacher assessment levels) July 2020</b>		
	Pupils eligible for PP/ PPP / Ever 6 PP (our school) very low numbers (7 children)	(National average 2019 all pupils)
Reading at expected levels	58% 4 PP children	73%
Reading at greater depth	29% 2 PP children	27%
Writing at expected levels	71% 5 PP children	78%
Writing at greater depth	0%	20%
Maths expected levels	43% 3 PP children	79%
Maths at greater depth	14% 1 PP children	27%

<b>3.Barriers to future attainment (for pupils eligible for PP)</b>
Due to very low numbers, focus is on individual needs and this report highlights general issues. Further details are available in school.
<b>In-school barriers.</b> Termly meetings between parents/class teacher to identify a plan of needs.
Co-mobility of needs eg PP/SEN/EAL/ME leads to more complex learning needs.
<b>External barriers (issues which also require action outside school such as low attendance rates)</b>
Some children limited opportunities regarding experiences e.g; attendance at clubs

<b>4. Outcomes (desired outcomes and how they will be measured)</b>		<b>Success Criteria</b>
<b>A</b>	Good or better academic progress from individual starting points, diminishing any difference between our disadvantaged pupils and others nationally.	Measured by SAT results 2019 and Teacher assessments 2020 and tracking of individuals through our performance and assessment data
<b>B</b>	Ensure health and wellbeing of disadvantaged pupils is positive	Parent/child feedback in meetings

### **5. Planned expenditure**

<b>Academic year</b>	2019/20 Due to the small number of children this area gives an overview rather than the detail, which is available in school
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The three headings below enable schools to demonstrate how they are using Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

<b>i. Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</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>
Accelerated progress to ensure difference diminished for reading, writing, SPAG and maths	1:1 TA support or group TA support/ interventions	Some children working below age related expectations. Ensure progress of	Termly pupil progress meetings including data analysis showing	EH/NR/GW/JK + class teachers	Pupil progress meetings termly

		group is increased and maintained.	progress of all children.		
Health and wellbeing	1:1 TA support or group TA well being/ social/nurture groups	To ensure the well being of each child	Healthy Minds Project with CAMHS team (Started 2019-2021)	TAs/Class teacher	Ongoing
<b>Total budgeted cost</b>					<b>£16,000</b>
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</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>
Staff can target appropriate interventions effectively	Staff trained in appropriate interventions e.g maths mastery, speech and language, FFT, VIP, Theraplay, English/Maths support,	Progressed increased and maintained so this group of children achieve as a group above national figures	Provision mapping linked to children's needs. Pre/Post intervention assessment	EH/NR/GW/JK + Class teachers	Termly
<b>Total budgeted cost</b>					<b>£15,000</b>
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</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>

Disadvantaged pupils experience a range of experiences as their peers	1 paid club per term plus school trips/events are paid for	Enables this group of children to access wider curriculum and friendship groups	Communication with parents. Links with after school providers.	EH + Admin team	Yearly 40 children (PP/Ever 6 / PPP and LAC) £5880 1 per club per term  £800 for trips + additional for Y4/5/6 residentials Approx £2160
<b>Total budgeted cost</b>					<b>£8840</b>
<b>6. Review of expenditure</b>					
<b>Previous Academic Year</b> 2019-2020			This area gives an overview rather than the detail due to small number of children		
<b>i. Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated Impact:</b>	<b>Lessons learned</b>		
Accelerated progress to ensure difference diminished for reading, writing and maths	1:1 TA support or group TA	Progress increased and maintained so achieved as group above national figures	Each child's needs assessed termly (Use of STAT/PITA Assessment system)		
Health and wellbeing	1:1 TA support or group TA	Parents reported children happier at social times in school Healthy Minds Survey for all parents/carers	Focus of 1:1 group support changed as appropriate Healthy Minds Project Social emotional groups across school		
<b>ii. Targeted support</b> (this is quality of teaching for all)					

Staff can target appropriate interventions effectively	Staff trained in appropriate interventions e.g FFT, VIP, Talking Partners, Theraplay, English/Maths support,	Teachers/TA's able to target children for appropriate interventions as necessary	New staff need initial discussion as part of induction process
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**iii. Other approaches**

Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned
Disadvantaged pupils experience a range of experiences as their peers	1 paid club per term plus all educational visits paid for	Parents in structured conversation report children's positive attitudes to learning and increased self- esteem.	Ensure teachers discuss this aspect with parents as part of structured conversations
To support families of disadvantaged	MAST support with prevention workers	Time invested supporting parents/families	

**7. Additional detail**

Link governor for PP meets with Head teacher termly to discuss this strategy in individual detail. Head teacher reports to governors termly regarding overall effectiveness of the strategy. Strategy reviewed annually to assess lessons learned in order to inform future work.