

Terrington St Clement Community School Pupil Premium Strategy Statement

1. Summary information					
School	Terrington St Clement Community School				
Academic Year	2020-21	Total PP budget	£84,274	Date of most recent PP Review	Oct 20
Total number of pupils	309 (exc Nursery)	Number of pupils eligible for PP	56	Date for next internal review of this strategy	Oct 21

2. Current attainment		
	<i>Pupils eligible for PP (your school 2019 no results 2020 due to pandemic)</i>	<i>Pupils <u>not eligible</u> for PP (national average - 2019)</i>
% achieving expected standard in English and Mathematics	(3/10) 30%	69%
% achieving expected standard in Reading	(3/10) 30%	76%
% achieving expected standard in GPS (Grammar, Punctuation and Spelling)	(5/10) 50%	82% (2018)
% achieving expected standard in Writing (Teacher Assessment)	(7/10) 70%	82%
% achieving expected standard in Mathematics	(5/10) 50%	82%

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Underdeveloped skills of emotional self-regulation
B.	Limited reading of a wide range of children's literature for some children in KS2
C.	More than 50% of Pupil Premium group in low attainment group end EYFS/KS1
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
D.	Some limited access to reading books or homework support including remote learning access
E.	Some family issues that are troubling children
F.	Historically, attendance of Pupil Premium groups slightly lower than in other groups

4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	Children will develop skills need to regulate their emotions and respond appropriately in response to external factors (e.g. friendships, work demands).	Evidence of children making good choices and being able to regulate their emotions and responses more successfully.
B.	Children accessing and reading at least six quality books annually (one each half term) alongside their peers, at an appropriate level for their year group. This is to be led by new librarian who will monitor reading activities and support children in their book selections. Additional Story Time Magazines provided to widen reading experiences for Pupil Premium children.	Children being enthusiastic about their reading and in addition, reading for pleasure.
C.	Pupils given additional support in their learning from Early Years onwards, with in-school data showing the gap to be quickly closing.	All teachers confident in delivering effective differentiation and provision for all learners.
D.	Access to remote learning improved for children that need it through the loan of IT equipment. Follow up from class teachers to ensure best use of online content.	Children have improved IT access at home and are completing online digital homework and/or remote learning tasks.
E.	Families work closely in partnership with the school so that children present as being happy and ready to learn.	Children are supported in developing resilience and healthy mindsets.
F.	For the attendance of Pupil Premium groups to be on a level with other groups as shown by school data.	Families working alongside school to diminish absences, particularly those that are unauthorised.

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					
Quality of teaching 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?
Address gaps in mathematical knowledge following lock down and improve retention.	Whole school training in use of Bar Modelling and other visual tools to aid retention. Introduction of daily Maths Meetings to revisit key skills. Support with mixed aged planning to ensure challenge for all.	Improving Maths in EYs and KS1: Improving Maths in KS2, Education Endowment Foundation.	Learning walks. Peer/ paired training. Progress monitoring.	Headteacher and Maths Lead	Half termly
To improve children's reading skills & access to high quality texts – developing good reading habits	Continued promotion of Reading Badge Challenge. Introduction of Whole Class Readers linked to Home Learning across KS2. Development of Book Bundles to ensure wider access. Creation of librarian post to target reluctant readers.	Reading comprehension strategies report from the Teaching and Learning Toolkit & Improving Literacy in KS2, Education	Learning walks, monitoring of planning and pupil feedback. Progress Monitoring	Deputy Head teacher	Half termly

Effective feedback to pupils – including during remote learning periods.	Structured CPD for staff in using Chromebooks & Google Classrooms. Computing lesson focus for learners – using Google Suite & in KS2 sharing documents with staff for feedback. Visualisers for each class to enable real time, demonstration/ sharing of work.	Feedback report from the Teaching and Learning Toolkit, Education Endowment Foundation & DfE Remote Learning Guidance & Webinars	Feedback from learners/ staff/ parents. Evidence of work shared and responded to. Learning walks/ observations.	Headteacher, Deputy Headteacher and Phase Ldrs	Termly
Total budgeted cost					£26,850
,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?
To continue to lessen the gap in children's learning (Y5/6 provision).	Smaller teaching groups Y5/6. A mixture of ability groupings and mixed-ability to provide effective role models, e.g. HA challenge groups Rdg & Maths. Targeted catch-up/development groups led by a qualified teacher. <i>NB also provides capacity for remote</i>	Maximising TA's report on Mixed Ability Grouping, impact on results previous year.	Regular progress meetings, analysis of test & TA data to monitor progress from start and end point.	HT Y5/6 Phase Ldr	Half termly

	<i>learning planning & feedback as required</i>				
To ensure that all children are engaging with the reading challenge & develop good reading habits.	Librarian to focus on ensure that all PP children have access to a wide variety of books and are supported to make good choices – work with learners to provide mentoring and encouragement to achieve their reading badge. Encourage own book purchases to expand access.	EEF Guide to Pupil Premium, Reading comprehension strategies report from the Teaching and Learning Toolkit, Education Endowment foundation	Review of impact – use of in-house testing. Pupil/staff feedback. Take up of Reading Badge Challenge.	DHT Librarian	Half termly
To continue to lessen the gap in children’s learning & ensure timely and effective interventions	Targeted 1to1 or small group provision to address misconceptions/gaps in learning. To include Precision Teaching & Doodle Maths -- Lift Off	One to One Tuition report & Maximising TA’s report from the Teaching and Learning Toolkit, Education	Review of impact – use of in-house testing. Start & end point assessments for short, focussed interventions.	SLT, Phase Ldrs and Class teachers	Half termly
Targeted phonics work.	Catch up sessions additional to group work with teaching assistants, for children who have not passed the Year One/Two phonics screening – tested Aut20. (May also include Precision Teaching). Teachers to lead less able phonics sessions.	Phonics report from the Teaching and Learning Toolkit, Education Endowment Foundation.	Scores from practice tests. Opportunities for staff to observe and share good practice. Co-ordinated planning, Learning walks.	Phase Ldrs & Phonics Plg Team	Half termly

To continue to lessen the gap in children's reading ability & access to wide range of texts	Small group tuition. NTP FFT Lightning Squad intervention 1:4 (NB Catch – Up Funding used to fund this). TAs to work alongside tutors with a view to adapting/adopting if successful for future years.	Small Group Tuition report from the Teaching and Learning Toolkit, Education Endowment Foundation.	Use of specialist staff (SRB) to determine speech difficulties. Targeted work. Formative assessment and regular pupil progress meetings.	Head teacher, Deputy Head Teacher and Inclusion Manager	January 2021 start Half termly
For children to access the language of the classroom.	Speech and language therapy, speech link interventions, Talk/Write for learning and Time to Talk groups.	Oral language interventions report from the Teaching and Learning Toolkit, Education Endowment	Feedback and assessment by specialist on-site staff. Progress evidenced by Speech Links Assessment.	SENDCo & SRB Lead	Termly
For all children to have access to high quality texts and engage with reading initiatives.	Storytime Magazine subscription provided for identified learners to encourage reading engagement and widen reading content.	Homework (primary) report from the Teaching and Learning Toolkit, Education Endowment	Feedback from pupils/staff.	DHT	Termly
To increase access to IT for remote learning/home learning tasks	Increase access to IT for remote learning through laptop loan scheme for identified families.	DfE Remote Learning Guidance, Nuffield Foundation Funded NFER research into the impact of school closures	Monitoring of online home learning access. Feedback from pupils/parents.	HT	Termly

For all children to behave well in school and therefore be ready to learn.	A small number of pupils will require behaviour support plans written in collaboration with parents, which will support everyone in creating a positive learning environment. Additional support in class may initially be given in a small number of cases. HSSW will also work with parents to increase level of attendance where issues identified.	Behaviour report from the Teaching and Learning Toolkit, Education Endowment Foundation.	Close monitoring of attendance data – impact of HSSW involvement on improving attendance.	Headteacher, HSSW & Attendance Lead	Half termly
For children to be able to work together collaboratively.	A small number of children may need small group intervention n collaborative working. This normally takes the form of Lego Therapy or Socially Speaking structured programmes with our Home/ School Support Worker.	Collaborative Learning report from the Teaching and Learning Toolkit, Education Endowment Foundation.	CPOMs records/ staff feedback, observations of engagement.	HSSW, SLT and SENDCo	Half termly
For children to learn to take turns, build resilience and manage life events.	Turn taking games, and home/ school support which allows families to talk through concerns with our home school support worker who can then work with the children, access Early help schemes etc.	Social and Emotional Learning support report from the Teaching and Learning Toolkit, Education	Regular meetings to determine progress/ next steps for more vulnerable pupils.	HSSW, SLT and SENDCo	Half termly
Total budgeted cost				£61,890	

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?
For parents to be actively involved in their child's learning.	Redevelopment of Home Learning & increased access to book sent home. Adapt approaches to involve harder to reach families, including HSSW support/revised expectations and rewards for identified families.	Parental involvement report from the Teaching and Learning Toolkit, Education Endowment Foundation.	Monitoring of home learning including Reading Bookmark Activities. Feedback from parents/pupils.	Class teachers	Half termly
Total budgeted cost					£100

6. Review of expenditure				
Previous Financial Year		April 2019-April 2020		
Quality of teaching for all				
Desired outcome	Chosen action / approach	Impact	Evaluation	Cost
Following a mastery curriculum and teaching children to manage their own motivation towards learning.	Teachers lead children through a series of increasingly challenging activities in lessons, gradually withdrawing level of support. Regular ongoing formative assessment. Children given training in growth mindsets and introduction of 'Learning to Thrive' session	Good impact evident in book scrutiny – increased pride in presentation. Learners able to describe what makes a Growth Mindset and why this is effective.	Maintain approach – ensure this is embedded. In maths lead teachers to work with external advisors to ensure challenge for all in planning.	£350
To improve children's reading skills & access to high quality texts – developing good reading habits	Restructuring of timetable to separate out reading sessions to enable greater time to focus on these skills. Introduction of incentives (reading badges) to promote reading. Parent workshops planned in. Cross moderation of reading judgements	Significant impact on reading motivation across the school – 100+ achieving reading badge despite lockdown. Learners able to discuss favourite books & authors. HA Y6 learners consistently achieving GD – 18% end Aut19	Maintain & develop this approach. Consider additional staff to facilitate access for all and involvement of harder to reach pupils. Introduce WCR to widen experiences.	£105

Effective feedback to pupils.	Specific, accurate and clear feedback given to pupils. Comparing what a child is doing right with what they did before. Rewarding effort and perseverance. Focused feedback for written tasks to develop editing skills (use of green pen) and improve writing structure.	Good evidence of progress in writing books and use of green pen to edit and improve work.	Maintain approach. Focus on ensuring consistency between classes within each phase.	£1,610
Targeted Support				
Desired outcome	Chosen action / approach	Impact	Evaluation	Cost
To continue to lessen the gap in children's learning (Y5/6 provision).	Smaller teaching groups for English and Maths. A mixture of ability groupings and mixed-ability to provide effective role models. Y6 teacher non-classed based to enable targeted catch-up/development groups led by a qualified teacher.	Significant impact – evidence of accelerated progress from starting points.	Unable to maintain this year due to Covid restrictions. Adapted to facilitate x4 smaller Y5/6 classes. Reinstate when possible.	£52,620
To continue to lessen the gap in children's learning (YR-Y3)	Targeted 1to1 or small group provision to address misconceptions/gaps in learning. This may include Precision Teaching.	Some evidence of good progress from starting points. Precision Teaching Trg in place but not implemented due to lockdown.	Maintain and develop. Structured support worked best. Additional training for TAs to be put in place. Widen to w/s in response to time out of school.	<i>Precision Teaching Training Accessed for free</i>

Targeted phonics work.	Catch up sessions additional to group work with teaching assistants, for children who have not passed the Year One/Two phonics screening. (May also include Precision Teaching). Teachers to lead less able phonics sessions.	Good impact. Most Y2 who were required to retake phonics screening already on track by end of Aut 19. Predictions early Spring Term, vast majority of Y1's on track to pass.	Maintain and adapt to be Covid Secure – grouped by class bubbles. Adapt main planning for whole class mixed ability groupings.	£690
To continue to lessen the gap in children's reading ability, particularly in Y3.	Small group tuition. Reading practice be efficiently organised so that all the group stay fully engaged as each take their turn and discuss the reading.	Good evidence of progress from starting points.	Maintain and adapt to be Covid Secure – consider NTP FFT Lightning Squad Catch Up for Years 1 to 4.	£310
For children to access the language of the classroom.	Speech and language therapy, language link interventions, Talk/Write for learning and Time to Talk groups.	Good evidence from starting points. Speech Links assessments stalled due to lockdown.	Maintain and consider how to create greater capacity.	£330
For all children to have access to high quality texts and engage with reading initiatives.	TA focus groups/individuals to guide and encourage involvement. Pupil involvement in choosing books for the library. Book reward schemes in place to facilitate book ownership and pride in their books.	Good evidence of engagement across the school as evidenced by books read and engagement of most learners.	Maintain and develop role of pupil led selection of high quality texts & recommendations.	£4,550

For all children to behave well in school and therefore be ready to learn.	A small number of pupils will require behaviour support plans written in collaboration with parents, which will support everyone in creating a positive learning environment. Additional support in class may initially be given in a small number of cases. HSSW will also work with parents to increase level of attendance where issues identified.	Significant impact including increased capacity to support learners/families. Attendance strong throughout the year prior to Covid. Individual evidence of improved attendance and adaptations made.	Maintain provision, review pupils that are supported.	£39,010
For children to be able to work together collaboratively.	A small number of children may need small group intervention n collaborative working. This normally takes the form of Lego Therapy or Socially Speaking structured programmes with our Home/ School Support Worker.	Impact of HSSW evident through improved behaviour choices. Positive feedback from parents.	Maintain provision, review pupils that are supported.	
For children to learn to take turns, build resilience and manage life events.	Turn taking games, and home/ school support which allows families to talk through concerns with our home school support worker who can then work with the children, access Early help schemes etc.	(see above)	(see above)	

Other Approaches				
Desired outcome	Chosen action / approach	Impact	Evaluation	Cost
Children working in pairs, providing explicit learning support	Cross-phase paired reading scheme (an older learner takes the tutoring role and is paired with a younger tutee).	Motivational for both younger and more experienced readers – both enjoyed this. Limited evidence of impact due to lockdown.	Unable to maintain due to Covid restrictions. Consider reinstating when possible.	£12
For parents to be actively involved in their child's learning.	Parents/ carers asked to sign children's diaries weekly to say they have completed weekly reading task with their child and other home learning tasks completed. Regular parent workshops showing the teaching approaches used in school and how these can be built upon at home.	Positive feedback from parents/ governors in response to parent meetings. Evidence of reading diaries being used well across the school for the majority.	Maintain where possible. Adapt reading structure sent home to allow for quarantine prior to marking – Covid Secure measures. Consider how to motivate and involve hard to reach parents.	£40