

Pupil premium strategy statement Autumn 2020

1. Summary information					
School	Cheswardine Primary and Nursery School				
Academic Year	20/21	Total PP budget	£13,610	Date of most recent PP Review	NA
Total number of pupils	45	Number of pupils eligible for PP (12 by 31.8.21)	11	Date for next internal review of this strategy	April 21

2. Current attainment			
Based on last Pupil Premium Statement in which larger KS2 cohort of PP pupils whereas now 73% PP pupils are KS1.		Pupils eligible for PP	Pupils not eligible for PP
% achieving expected standard or above in reading, writing & maths (or equivalent)		30%	57%
% making at least expected progress in reading (or equivalent)		86%	87%
% making at least expected progress in writing (or equivalent)		71%	61%
% making at least expected progress in maths (or equivalent)		86%	72%
3. Barriers to future attainment (for pupils eligible for PP)			
In-school barriers (issues to be addressed in school, such as poor oral language skills)			
A.	Poor vocabulary and Literacy skills due to speech and language development being weak in KS1 and when entering school. Oral language difficulties – speech and language development hindering progress Possible 45% to 54% SEN processing delays. (High SEN population in PPG having a knock on effect with Literacy lower down, before data reporting)		
B.	Social and emotional barriers to learning which limit confidence and the development of successful learning behaviours.		
C.	Handwriting and presentation issues. Motor control issues and coherency in writing. Limited vocabulary in speech and writing (Improvements in KS2 since 2021 lockdown recognised in OFSTED, issues persist in KS1)		
External barriers (issues which also require action outside school, such as low attendance rates)			

D.	<p>Lockdown in Spring and Summer terms led to interruptions in learning for these children, some very upsetting events as families and parents not fully committed or able to support online learning particularly writing and speech development. Two children are EHCP and receive individual support through this provision, one was shielding, although both got full support from the school, both their TAs and the Teacher of the deaf in one case.</p> <p>Low attendance is an issue in one case and has led to issues in support and diagnosis, work is being put into address these issues with parents. PPG is enabling outside support to inform practice. <i>(Real attendance improvements however parents are unable to support academically very successfully in lockdown and therefore gaps have widened, they wouldn't send the child in.)</i></p> <p>Instead of after school services which are restricted due to COVID we have used resources to support online learning, licenses and extra TA hours to provide support within classrooms. This may be adjusted to outside opportunities as the year progresses. <i>(A second lockdown meant that the resources bought were incredibly useful and were continued, with extra TA hours for catch up support on return)</i></p> <p>Opportunities for PP students to widen their learning can be limited and the school can affect this by providing a wide range of learning opportunities, beyond the classroom. This is limited due to COVID however the staff are committed to using the recovery curriculum and providing emotional support through learning mentoring and activities such as Forest School and gardening <i>(learning mentoring suffered from resignation in April however voluntary support was found and continued throughout the Summer term).</i></p>	
4. Desired outcomes <i>(Desired outcomes and how they will be measured)</i>		Success criteria
A.	<p>Improve vocabulary and oral language skills for those eligible for PP in Reception and KS1</p> <p><i>No national phonics reporting and Year 2 did not make rapid progress from their starting points, although they did make progress. Disruptions and online learning limited progress although some progress was witnessed and some PPG children did benefit from being in school and having TA one to one support at times.</i></p>	<p>PP Pupils in Reception meet age related expectations at the end of the year. Year 1 PP children pass the phonics check, where they are not specifically hindered by SEN. PP children in Year 2 make rapid progress from their starting points with 67% or above achieving age related expectations in Literacy. SLT intervention accessed where required and Nuffield Early language programme to be used to raise standards and expertise of TAs</p>

B.	<p>Higher rates of progress for PPG pupils from KS1 to KS2 in reading and writing in particular.</p> <p>Higher rates of progress across KS1 and KS2 for more able pupils eligible for PP.</p> <p><i>Achieved although only internal data available. End of KS used past SATs papers and NFER assessments for other year groups.</i></p>	<p>Pupils eligible for PP identified as high ability make as much progress as 'other' pupils identified as high ability, across Key Stage 1 and 2 in maths, reading and writing, but specifically in reading. Measured in Y3, 4, 5 by teacher assessments and for Y2 and Y6 in end of year SATs. Judgements aligned through cross school and in school moderation. Increased access to effective interventions to close the gaps to raise progress rates across the PP group from Sept baseline particular.</p>
C.	<p>Increased progress in Writing and GPS for PP pupils.</p> <p>Increased attainment in writing for PP pupils. Extended vocabulary used within extended writing more evident.</p> <p><i>Achieved in internal progress data but concerns exist about KS1 – SEN issues and writing.</i></p>	<p>Handwriting support and intervention in short focussed pieces. KS1 daily handwriting focus. Pre-tutoring and Reflection used to address difficulties. Vocabulary extension opportunities used in KS2. GPS boosting to improve attainment in writing at KS2 for PPG pupils move to 70% from low Sept baseline levels.</p>
D.	<p>Increased confidence when faced with new experiences for PP pupils and increased confidence at accessing online learning and resilience when faced with new barriers to learning as they arise.</p> <p><i>Commitment to online learning was excellent across the board, laptops were provided for all PPG pupils both in school and at home. Some resilience and independence needs more work as some children did become dependent on adults through excessive support at home.</i></p>	<p>Opportunities for wider experiences through projects within school which will result in evidence in oral and written work of increased independence, resilience and responsibility and improved written outcomes, moderated within school and across the federation. As well as monitoring pupil voice through clearer lines of communication between pupil and teacher using emails and online learning platforms.</p>

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 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
<p>B: Higher rates of progress across for all pupils eligible for PP, particularly in reading</p> <p>D: Increased resilience when faced with new experiences for PP pupils</p> <p><i>More able – excellent progress. Online support and engagement very good throughout the disrupted year. Bookfest had an incredibly positive impact on reading and writing particularly in KS2.</i></p>	<p>Use of growth mindset and classdojo built upon across the school. Utilising Metacognition and self-regulation for learners</p> <p>Extension materials to be bought in for more able PP pupils to widen vocabulary and understanding in reading and make greater progress.</p> <p>Fiction Express used in Homework tasks to widen reading.</p> <p>Support for accessing remote learning and access to the teacher in order to boost confidence and resilience as well as independence in older pupils.</p>	<p>Meta-cognition and self-regulation: EEF Feedback: 'High impact, very low cost based on extensive research' (+8) Continue to develop effective feedback and check impact.</p> <p>Building on remote learning avenues and classdojo rewards in the school improve the independence building on from work on learning behaviours undertaken in previous years.</p> <p>Reading is core to the readiness of children to move on at each transition stage and succeed. Baseline reading assessment in September show issues that need addressing and this will be prioritised.</p>	<p>Feedback from monitoring time from subject leaders and Literacy leads.</p> <p>Reflections from staff on feedback from subject leaders. Evidence of consistency and effective use of feedback in books.</p> <p>Learning walks and book trawls to assess self-regulation of learners. Pupil survey and discussion around attitudes to learning.</p> <p>Bookfest involvement to raise reading profile and develop reading in UKS2 to continue into the coming year.</p> <p>Licenses renewed for Purple Mash, Espresso, Library Gold Service and Bookfest Impact measured in engagement and success in Bookfest.</p>	<p>Headteacher, Literacy lead</p>	<p>Lesson observations</p> <p>Learning walks and book trawls in the Spring term. Staff training in the Autumn and Spring terms to develop remote learning ability</p> <p>Tracking progress from September 2020 baseline assessments through reading ages and NFER reading assessments which will be carried out termly and reported to HT each time.</p> <p>Data analysed through tracker and reported to governors in C&S committees alongside end of key stage reports in FGBs.</p>

<p>A: Improve speech and vocabulary for PP children in KS1.</p> <p>C Close the gaps for PP children in writing in KS2</p>	<p>Sign up for Nuffield Early Language intervention programme and use this to support children in KS1 through specific interventions.</p> <p>Phonics focus with all KS1 as catch up and extension – Letters and Sounds resources, Phonics Play, Spelling frame</p> <p>Use curriculum opportunities to inspire and extend writing opportunities in KS1 and 2 – broad and balanced opportunities for writing in different genres Writing frames to extend vocabulary.</p>	<p>EEF Toolkit recommendation to use catch up funding to take part in NELI – signed up for support</p> <p>Speech and Language integral to development of reading and writing - this need seen to be particularly acute since lockdown in KS1 in particular and will be addressed through guided reading texts (Gold Library Service / Fiction Express) and through making links with the real world and children’s interests throughout the curriculum themes</p> <p>Phonics knowledge integral to further academic success and reading in order to access curriculum</p> <p>OFSTED 2019 Framework emphasis on broad and balanced curriculum which prioritises knowledge and therefore vocabulary is required</p>	<p>Evidence in lesson observations and monitoring exercises, particularly learning walks and book trawls. English leader to monitor progress, provision and resources to update action planning and teaching skills where needed.</p> <p>Subject leaders to track concepts and knowledge covered in subject areas therefore improving and highlighting key vocabulary.</p> <p>Moderation – cross federation and internal to track progress.</p> <p>Pupil progress meetings on a termly basis.</p> <p>NFER assessments at 4 points over the year – results reported to HT.</p>	<p>Headteacher and Subject leaders</p>	<p>April 2021</p> <p><i>Signed up for NELI however not due to start now until Spring 2022 due to COVID delay.</i></p> <p><i>Phonics recognised as needed development – Read, Write, Inc now invested in for the future. Training and work already making a difference but hampered by staff being absent and resignations.</i></p> <p><i>Gaps closed for PPG writing in KS2 however more work needed in KS1.</i></p> <p><i>NFER assessments implemented.</i></p>
---	---	---	---	--	--

<p>C: Increased progress and attainment in Writing for PP pupils. Extended vocabulary used within extended writing more evident.</p>	<p>Writing projects and Fine motor control input.</p> <p>Focus on pride in presentation and cursive writing.</p> <p>Book monitoring and moderation across Federation and in school to check on progress.</p> <p>Curriculum review and progression of key knowledge to focus on vocabulary in knowledge maps and organisers.</p> <p>Intent to develop vocabulary clear in all subjects and opportunities for repetition and deepening acknowledged in plans.</p>	<p>Focus taken from in school monitoring and previous OFSTED inspections, which show specific weaknesses in writing and motor control historically within school. Therefore the need must continue to be addressed. Unfortunately lockdown has done little to support writing and even writing stamina has decreased. Most PP children are KS1 and fine motor control is an issue</p> <p>EIF: Focussed on a broad and balanced curriculum that addresses cultural capital issues.</p> <p>School identified weaknesses in new and younger children as they have entered school in September Lockdown has also seen an increase in screen time but we will try to use this to develop vocabulary through some of our remote learning platforms: Purple Mash, Espresso, Fiction Express, and Spelling Frame.</p>	<p>SENCO to monitor interventions for writing and GPS closely, giving advice and recommending strategies. Sharing practice of precision teaching and motor control where required.</p> <p>Writing projects to take place across the school in the Spring and Summer terms.</p> <p>Moderation across the federation, use all opportunities to discuss how improvements can be made.</p> <p>Subject leads developing progression maps across the school and developing how planning builds to aid memorisation. Training for Subject leads and time for monitoring to be built in to SIP.</p>	<p>Literacy subject leader and SENCO</p>	<p>Staff Meetings – to moderate and plan projects/opportunities as we move into the Spring and Summer terms. Observations, book trawls and pupil progress meetings. April 2021</p> <p>Summer progress to improve and reports for PPG children without EHCPs to move to 67% achieving ARE or above.</p> <p><i>Achieved however more work needed, COVID disruptions affected national outcomes and the moderation of work throughout the year.</i></p>
Total budgeted cost					£4,920

ii. 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
D Emotional resilience and improved independence when faced with fresh challenges and difficulties. Improved attendance in school and attitude to school	<p>Learning Mentoring time, life story and social story work where required</p> <p>Mindfulness methods and how to deal with anxiety, strategies of coping in difficult situations – linked to the recovery curriculum</p> <p>Problem solving opportunities – challenge time, forest school, PSHE development.</p>	<p>Emotional health and well-being identified in strategic vision as an area we aim to build up and on as a Federation, there is evidence that some PP children have suffered anxiety over the lockdown period and this is reflected in historic attendance figures</p> <p>‘There is a growing evidence base which suggests that when they are used to deliver structured programmes with high-quality support and training, Teaching assistants can have a positive impact on pupil learning.’ Ches has a qualified learning mentor and counsellor to use to support emotional programmes to assist children following lockdown</p>	<p>Termly pupil progress meetings discussing needs and barriers to learning identify support for PP children and put it in place.</p> <p>EWO reports and attendance figures showing improvement</p> <p>Pupil voice – full survey and group feedback group to governor if possible / HT if not</p>	HT, RSE Lea, Well-being governor	<p>April 2021</p> <p><i>Covid disruptions to programme and resignations affected delivery.</i></p> <p><i>Happiness Club and Mindfulness work shared and successful, particularly in KS2.</i></p>

<p>A: Improve vocabulary and oral language skills for those eligible for PP in Reception and KS1</p>	<p>Speech and language support – SLT team and TA.</p> <p>Nuffield Early Language Intervention support</p> <p>Makaton training accessed and used</p>	<p>EEF Feedback: Oral Language Interventions: 'Moderate impact for very low cost based on extensive research' (+5) and Phonics support, feedback similar from EEF toolkit. (+4)</p> <p>A need has arisen in the lower years to make full use of support from the SLT team / Nuffield Programme and train TAs to deliver daily interventions related to the sounds covered and the programme used in order for more rapid progress to be sustained.</p>	<p>Termly pupil progress meetings discussing needs and barriers to learning identify support for PP children and put it in place.</p> <p>Assessments done by SLT team and TAs on identified children over the course of the year.</p>	<p>SENCO / HT</p>	<p>April 2021</p> <p><i>More work needed – not achieved.</i></p>
<p>C: Increased progress in Writing and GPS for PP pupils.</p> <p>Increased attainment in writing for PP pupils. Extended vocabulary used within extended writing more evident.</p>	<p>Targeted interventions in place when needed – motor control, touch typing, handwriting, spelling pattern development, pre-teaching and feedback</p> <p>Focussed word of the day development and cross-curricular use</p> <p>Homework online links and resource support.</p>	<p>Short, sharp interventions that build and recap skills are working for children in the lower years and are being embedded rather than longer more intrusive interventions.</p> <p>Working in groups on motor control uses collaborative learning as rated in EEF: is 'moderate impact for very low cost based on extensive evidence' (+5)</p> <p>Again TA interventions most effective in short, sharp blasts or delivered by CT</p>	<p>Termly pupil progress meetings discussing needs and barriers to learning identify support for PP children and put it in place.</p> <p>Tracking of individual programmes as they are delivered – assessments at the start and the end of each part of an intervention.</p>	<p>Headteacher and SENCO and Literacy Lead.</p>	<p>April 2021</p> <p><i>Increased progress achieved from KS1 to KS2, however foundations set in KS1 need further improvements.</i></p>

B: Higher rates of progress for all pupils eligible for PP D: Increased confidence and resilience when faced with new experiences for PP pupils:	Targeted interventions related to need identified in Pupil progress meetings, eg: Toe by Toe, pre-teaching, Maths group support, phonics group, SNIP for spelling. (TAs and Tutor), Building up of emotional resilience using Recovery curriculum resources recommended by DFE and Ed psych service.	<p>'There is a growing evidence base which suggests that when they are used to deliver structured programmes with high-quality support and training, Teaching assistants can have a positive impact on pupil learning.' We are committed to training up our TAs and use qualified tutors in order to tailor the interventions to the pupils and to the skill set of the TAs. Using the EEF finding that 1:1 can be just as effective as 1:2 and 1:4 at times.</p> <p>Work on mindfulness and resilience through planned activities and learning mentor support on a regular basis</p>	<p>SENCO led TA work to upskill in terms of targeted intervention delivery and knowledge of the curriculum requiring coverage.</p> <p>TAs used to release teachers to work with small groups on specific boosting or interventions identified in pupil progress meetings and through ongoing assessments of progress against NC objectives.</p> <p>In class assessments four times this year to keep a close eye on closing gaps and identifying needs.</p> <p>Recovery curriculum embedded into teachers' planning and developed for specific interventions from learning mentors and TAs.</p>	Headteacher and SENCO	<p>April 2021</p> <p><i>Partly achieved, as stated above.</i></p>
Total budgeted cost					£6,694
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?

Identification of Support needed for PP children	Educational Psychologist and Woodlands referrals and advice on support programmes to use for barriers to learning. Collaboration work with other schools to share diagnostic tools and interventions.	This is a commitment to assess pupils' barriers to learning and obtain advice as to strategies that can be used to overcome barriers where these are observed in PP children.	Using Ed psych's and Woodlands packages to provide in depth analysis of needs. BEEU referral for one child by Easter 2021	SENCO	April 2021 – to align with setting new budget. <i>BEEU referral delayed awaiting a cycle of Plan, Do and Review – Autumn referral required. Collaboration hampered by restrictions.</i>
D: Increased confidence when faced with new experiences for PP pupils.	Music Lessons support – guitar and further club support when COVID restrictions can be relaxed.	Closing the gap in terms of opportunity and access to wider learning opportunities by those who cannot necessarily afford it.	Monitor delivery and engagement with these opportunities. . Explore different opportunities as restrictions relax.	Headteacher Music and Sports lead.	April 2021– to align with setting new budget. <i>Offered, taken up by 2 pupils with success.</i>
D: Increased confidence and resilience when faced with new experiences for PP pupils.	Trips and residential opportunities as COVID restrictions relax. Recovery Curriculum focus. Use assemblies, PSHE and virtual links to church and community during restricted times.	Closing the gap in terms of opportunity and access to wider learning opportunities by those who cannot necessarily afford it or who experience it. Focus on emotional resilience and strategies to help with this throughout assembly themes, RSE, PSHE and collective worship opportunities. Use opportunities for outdoor learning, daily mile, forest school and problem solving	Monitor these opportunities and look out for wider ones as restrictions relax. Explore different opportunities. Monitor children's engagement and use of strategies as issues are faced in school and outside. Teachers' planning to ensure elements are covered and highlighted in each class, as well as being responsive when required	Headteacher Teachers	April 2021– to align with setting new budget. <i>RSE and PSHE development and subscription to the PHSE Association to support the curriculum.</i>

A-D inclusive	Inspirational Projects	Aligned with the school vision to make learning fun, some PP money is used to assist the delivery of inspirational and memorable projects and activities in school, often with an academic focus in mind following successes, particularly in writing progress and parental engagement across year groups previously.	Ensure these occur on a termly basis with different leads and foci each time. Class based projects presently due to COVID restrictions, some examples already: The Solar System, The Foodbank Challenge, The Local River Project. Encourage parental involvement with processes and outcomes.	Subject leaders and Headteacher as facilitator.	April 2021 <i>COVID restricted, Bookfest had incredible results.</i>
Total budgeted cost					£1,996

6. Review of expenditure – 2019/20 could not be fully reviewed due to COVID and lockdown

- **Quality of Teaching for All** - Shrewsbury Bookfest, DPSI subject leader training, remote learning resources - £4,900
- **Targeted Support** – software licenses, TA interventions, qualified TAs recruited, touch typing, oxford owl - £6,700
- **Other Approaches** – experiences, music lessons, visits into school from experts, outdoor activities - £2050
- **Total cost:** £13,650

7. Additional detail (DFE data released in December 2019:

The disadvantaged pupil group and overall cohort was too small to be analysed by the DFE against national statistics.