

# Pupil premium strategy statement (primary)

| 1. Summary information                   |                         |  |       |  |     |
|--|-------------------------|--|-------|--|-----|
| School                                   | Tunstead Primary School |  |       |  |     |
| Academic Year                            | 2020/21                 | Total PP budget                                    | £ TBC | Date of most recent PP Review                  | NA  |
| Total number of pupils At September 2020 | 95                      | Number of pupils eligible for PP At September 2020 | 7     | Date for next internal review of this strategy | J21 |

| 2. Current attainment   |                                      |         |  |
|---|--------------------------------------|---------|--|
|   | Pupils eligible for PP (your school) |         | Pupils not eligible for PP<br>In school data |
|   | 2018/19                              | 2019/20 | NA   |
| % achieving expected level or above in reading, writing & maths | 50%                                  | NA      |  |
| Expected attainment in reading                                  | 50%                                  |         |  |
| Expected attainment in writing                                  | 50%                                  |         |  |
| Expected attainment in maths                                    | 50%                                  |         |  |
| Expected progress in reading                                    | TBC                                  |         |  |
| Expected progress in writing                                    | TBC                                  |         |  |
| Expected progress in maths                                      | TBC                                  |         |  |

| 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.  | Poor communication and language skills and social and emotional development on entry impacting on progress through school |
| B.  | Emerging mental health issues and families in need of early intervention  |
| C.  | Historical low attainment in phonics and literacy   |
| D.  | Breadth of vocabulary and knowledge about topic issues.   |
| E.  |   |

| <b>External barriers</b> <i>(issues which also require action outside school, such as low attendance rates)</i> |  |   |
|---|--|---|
| <b>D.</b>   | Lower than national attendance   |   |
| <b>4. Desired outcomes</b> <i>(Desired outcomes and how they will be measured)</i>                              |  | <b>Success criteria</b>   |
| <b>A.</b>   | Improve mental health of young people in receipt of PP and ensure early intervention in place for families.    | Attendance at least in line with National. Families supported and engaging well with school. Children will feel safe at home and at school. Children will have trusted adults to talk to.   |
| <b>B.</b>   | Develop Oracy/literacy skills throughout school from EYFS to Y6  | Phonics outcomes will be good at end of Year 1.<br><br>KS1 outcomes will improve- the gap will reduce<br><br>Reading and writing outcomes at expected and greater depth will be in line with their peers nationally. Progress will be good. |
| <b>C.</b>   | Accelerate maths progress across all year groups from R-6 closing the gap between PP children and their peers. | Attainment and progress is in line with National at the end of KS1 and KS2 and PP children perform at least as well as their peers nationally.  |

| 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 implementation? |
| Improve general knowledge of the wider world and vocabulary to support this.  | Weekly assemblies that focus on topic issue using key vocabulary and ideas to encourage critical thinking. | Children need to have experiences outside of their immediate locality. Children need to develop wider knowledge of current and topical issues to engage with their peers and the curriculum confidently. | SLT will join virtual assemblies weekly to monitor interaction<br><br>SLT will pose weekly questions to pupils linked to assembly focus to encourage discussion and debate and challenge thinking further and use of vocabulary | All staff  | Spring 2021                          |

|                  |  |  |   |    |             |
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|                  |  |  |   |    |             |
| Non-teaching DHT | <p>Coaching and mentoring allowing for targeted support for classes and pupils.</p> <p>Quick response to need as required.</p> <p>Support with planning and curriculum design to ensure motivated learners</p> | <p>Excellent behaviour management to support pupils finding learning tricky enabling them to settle quickly and refocus on learning.</p> | <p>SLT meetings will review impact and next steps</p> | MC | Spring 2021 |

|   |  |   |  |                   |                             |
|---|--|---|--|-------------------|-----------------------------|
| Accelerate progress in Maths and ensure number fluency in all pupils since Covid and lockdown | <p>Maths lead will provide CPD for all staff</p> <p>Additional number sessions daily</p> <p>Maths resources</p> <p>Online tools for parents</p> <p>Intervention for small groups led by experienced TA</p> | Historical progress is not strong. CPD and coaching has been proven to build relationships and improve outcomes through quality first teaching. | Monitoring by subject lead and SLT<br>Lesson observations/data analysis/outcomes and feedback from staff and pupils. | TW                |                             |
| <b>Total budgeted cost</b>  |  |   |  |                   | £10,000                     |
| <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</b> |

|  |   |   |                   |    |   |
|--|---|---|-------------------|----|---|
| Children will attain well in KS1 phonics and end of KS1/KS2 reading and writing tests showing improved skill | <p>CPD on guided reading and ongoing coaching will be provided to all staff.</p> <p>CPD and ongoing coaching in Phonics will be provided to all EYFS KS1 and Y3 staff.</p> <p>Additional books will be purchased to allow for every child to read high quality phonetically decodable texts ( additional required due to COVID.)</p> <p>Talk for writing PD and support for staff</p> | <p>GR allows time for discreet teaching and focussed support.</p> <p>CPD with coaching allows ongoing support for staff</p> | Monitoring by SLT | RQ | <p>Half termly alongside data outcomes and book and lesson monitoring.</p> <p>CPD will be assessed through staff feedback questionnaires.</p> |
|--|---|---|-------------------|----|---|

|                              |  |  |   |    |                    |
|------------------------------|--|--|---|----|--------------------|
|                              | <p>Additional daily phonic sessions and GR session will be led by experienced and well trained staff alongside targeted interventions.</p> <p>Online parental support for phonics will be provided.</p>  |  |   |    |                    |
| Improve oracy in all ages.   | <p>Knowledge organisers for each subject shared and made available for parents and children. Key vocabulary should be displayed in class and corridors and on website. When checked children and staff should know the new vocabulary and be using it.</p> <p>SAL interventions running through EYFS and KS1</p> | Strong links to national curriculum and pedagogy | Monitor through planning and learning walks and discussion with pupils. | MC | Termly through SLT |
| <b>Total budgeted cost</b>   |  |  |   |    | £2,000             |
| <b>iii. Other approaches</b> |  |  |   |    |                    |

| 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? |
|--|--|--|---|------------|--------------------------------------|
| Improve social and emotional foundations of all learners so they can engage in learning and make progress. | Appoint a new Inclusion worker to work with vulnerable pupils and families running intervention and monitoring impact. | This model has been used in a partner school with great success. | <p>Monitoring of systems by HT and SENDCo</p> <p>Entrance data using THRIVE or similar and exit data evidencing impact</p> <p>Pupils views collected and families' feedback</p> | RQ/TBC     | Termly                               |



|   |  |          |  |                          |                |
|---|--|----------|--|--------------------------|----------------|
| Children will have access to Forest School sessions to support their whole child development. | Forest School sessions to build resilience, confidence, communication skills, team work and collaboration. | As above | Children will be more engaged in learning due to time outdoors.<br>They will be able to participate in lessons with improved concentration<br>They will be better able to negotiate and communicate their wishes and feelings and develop improved relationships with their peers. This will be measured thorough attendance/outcomes and feedback through wishes and feelings and observations. | Inclusion worker/ SENDCo |                |
| <b>Total budgeted cost</b>  |  |          |  |                          | <b>£ 4,000</b> |

| 6. Review of expenditure       |                          |  |  |      |
|--------------------------------|--------------------------|--|--|------|
| Previous Academic Year         |                          | 2019/20  |  |      |
| 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 |

|  |  |  |  |  |
|--|--|--|--|--|
| <p>Improve outcomes for all pupils in reading, writing and maths</p> | <p>Quality first teaching. Immersive texts for all pupils and encouragement to read. Focussed interventions.</p> <p>Support from VNET and CPD for staff.</p> | <p>The school formed a partnership in January 2020 with ST Johns and went into Lockdown in March 2020. During the Spring term the focus was heavily focused on quality first teaching and interventions. This was supported by coaching and mentoring from subject leads with specialist skills.</p> <p>NO data was available due to Covid 19.</p> |  |  |
| <p><b>ii. Targeted support</b></p>                                   |  |  |  |  |

| <b>Desired outcome</b>   | <b>Chosen action / approach</b>             | <b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.  | <b>Lessons learned</b><br>(and whether you will continue with this approach)   | <b>Cost</b> |
|--|---|--|--|-------------|
| Ensure all children have opportunity to access the curriculum and wider curriculum | Access to music, trips, visitors and clubs. | All children had access to trips visitors and music lessons. This halted during Covid and Lockdown but all vulnerable pupils were encouraged back to school as soon as possible.                   | School will use Picture news to share national and international news with children and build knowledge of the world.<br><br>Trips will be used to support curriculum and enhance experiences. |             |
| Ensure early intervention in place for families                                    | FSP's in place as required                  | A counsellor was engaged with the school from January to August to work with families and work with pupils. This was very successful in supporting families and starting to make changes for them. | A new inclusion worker will be appointed to work with DSL and support families and pupils that require a trusted adult in school to work with.   |             |

|   |   |   |  |             |
|---|---|---|--|-------------|
| Accelerate progress in reading, writing and maths | Interventions led by TA's<br><br>Talk boost | No data available due to Covid 19.  | Interventions are very effective but must be carefully planned and staff must have appropriate training to enable them to deliver. Time must be allocated for this and data collection must be robust and monitored. Interventions that have the best impact will be explored further. |             |
| <b>iii. Other approaches</b>                      |   |   |  |             |
| <b>Desired outcome</b>                            | <b>Chosen action / approach</b>             | <b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | <b>Lessons learned</b><br>(and whether you will continue with this approach)   | <b>Cost</b> |

|                                 |   |   |   |  |
|---------------------------------|---|---|---|--|
| Improve mental health of pupils | PATHS as a whole school approach          | PATHS was one element that supported mental health of pupils. Other approaches were also used to supplement this. | PATHS will be reviewed through discussion with staff and pupils.                                |  |
| Raise aspirations of all pupils | Clubs/trips extra-curricular experiences. | This was planned and delivered whilst it was possible.  | The school will work within new restrictions to ensure children have access to new experiences. |  |
|                                 |   |   |   |  |

## 7. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.

This year has been exceptional for all pupils with Covid 19 and Lockdown. All strategies were started and invested in and were working very well but some had to be halted during Lockdown. The school counsellor was used to support families during lockdown with emotional support and strategies where needed. Sadly, the school counsellor stopped left the post in August 2020 and we are currently recruiting to ensure this excellent model of pastoral support is developed.

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