

Pupil Premium Strategy 2020 – 2021 Fleggburgh

1. Summary information			
School	Fleggburgh VC Primary School		
Academic Year	2020-2021	Total PP budget 14795	Date of planned internal PP review April 2021
Pupil Premium Strategy Statement			
<p>The core approach of our Pupil Premium strategy is to deliver quality first teaching in the classroom, coupled with a curriculum designed around the needs of our pupils and in large part led by the pupils. We want all the children and adults to feel happy and safe and share a love of learning. We have high aspirations for ourselves and others so that we can all 'soar on wings'.</p> <p>The overall aim of our Pupil Premium strategy is to:</p> <ul style="list-style-type: none"> • ensure full access to the curriculum for all our children, effectively identifying and meeting their individual needs. • continue to prioritise our supportive ethos which ably promotes inclusion. • 'level up' opportunities by lifting those barriers that we consider to have the biggest detrimental effect on our children. • build leaders at all levels who effectively and positively impact on educational, health and social outcomes <p>Ensure teachers, support staff and pupils benefit fully from quality first teaching.</p>			
2. Barriers to future attainment			
In-school barriers			
A.	Low starting points due to gaps in learning		
B.	Low self confidence / underdeveloped learning behaviours		
C.	Developmental needs , some related to poor social and emotional wellbeing/resilience		
D.	Potentially challenging behaviour/attitudes		
External barriers			
E	Family Environmental Factors		
F	Parenting capacity/lower aspiration and expectation		
G	Attendance		
3. Desired outcomes			
	Outcomes	Success criteria	
A.	Stronger progress	Quality first teaching evident in all lessons Pupils meeting age related or above expectations by May 2021 in line with national averages	

		<p>All pupils meeting expected or stronger progress from starting points July 2021</p> <p>Strong progress evident in books and through formative assessment</p> <p>Pupils able to confidently give and receive feedback</p> <p>Effective programme of targeted intervention</p> <p>Effective deployment of support staff</p>
B.	Confident and independent learning behaviours	<p>Pupils:</p> <p>Able to effectively self and peer assess</p> <p>Able to constructively use and give feedback</p> <p>Able to celebrate own effort and achievements</p> <p>Fully engaging with lessons</p> <p>Showing increased metacognitive skills</p> <p>Taking ownership of school and home learning activities</p>
C.	Full access to curricular and extracurricular activities with positive social integration. Inclusion.	<p>Pupils reporting feeling happy and safe</p> <p>Sustainable friendships</p>
D.	Behaviour/attitudes managed to reduce negative impact on own and others' learning	<p>No exclusions</p> <p>Minimal incidents of negative behaviour recorded</p> <p>Pupils consistently regulating emotions</p> <p>Staff applying CPD to identify and meet need</p> <p>Pupils more fully accessing and engaging with the curriculum</p> <p>Strong pupil progress</p> <p>Ambitious attainment targets set and met</p> <p>Positive relationships with adults sustained</p> <p>Pupils have a particular interest or passion to share</p> <p>Excellent attendance 96% plus</p> <p>Effective partnership with other agencies</p>
E / F	Parents and carers supported to focus on child's education, health and safety Effective multi agency work with team around the child.	<p>Effective parent partnership with increased focus on learning at home and school and early intervention</p> <p>Effective multi agency partnership with team around the child</p> <p>Sustainable and effective systems in place for assess/plan/do/review cycles</p> <p>Excellent attendance 96% plus</p> <p>Improved home learning environment</p>
G	Improve and sustain excellent attendance	<p>96% or above attendance</p> <p>Persistent absence below national average</p> <p>Parents fully accountable for attendance</p> <p>Effective school incentive strategies</p>

4. Planned expenditure

Academic year

2020-2021

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?
Stronger progress	<p>Quality first teaching/developing consistently good and outstanding class teachers</p> <p>CPD/peer support meetings for staff focussed on teaching and learning and effective metacognitive practices</p> <p>Volunteer programme</p> <p>Effective deployment of support staff</p>	<p>Meta-cognition and self-regulation approaches (sometimes known as 'learning to learn' approaches) aim to help learners think about their own learning more explicitly. High impact with very low cost</p> <p>Individualising instruction and planning involves providing different tasks for each learner and support at the individual level. Moderate impact for low cost. (Education Endowment Foundation)</p>	<p>Lesson Observations</p> <p>Pupil Perception surveys</p> <p>Pupil Progress monitoring</p> <p>Appraisal</p> <p>INSET</p> <p>Resourced</p> <p>Current Provision tables and intervention records</p> <p>Pupil Progress tracking</p>	<p>Assessment Teachers</p> <p>Pupil Progress JC/IR</p> <p>Appraisal JC</p> <p>SENDCo SR</p> <p>Planning Teachers</p>	<p>Half termly pupil progress reviews</p> <p>Appraisals Oct/ Feb/May</p> <p>Lesson Observations Termly</p> <p>Meetings</p>
Confident and independent learning behaviours	<p>Ethos and approach to impact positive emotional well being</p> <p>Support to participate in extracurricular activities and visits and outdoor physical activity</p> <p>High quality feedback</p> <p>Personalised planning</p> <p>Support with self and peer assessment</p> <p>Access to outdoor learning as part of curriculum to develop learning behaviours</p>	<p>Collaborative learning done well is of moderate impact with low cost</p> <p>Approaches which promote talk and interaction between learners tend to result in the best gains</p> <p>Feedback is of high impact for low cost. Feedback redirects or refocuses either the teacher's or the learner's actions to achieve a goal, by aligning effort and activity with an outcome. It can be about the learning activity itself, about the process of activity, about the student's management of their learning or self-regulation or (the least effective) about them as individuals. This feedback can be verbal, written, or can be given through tests or via digital technology. It can come from a teacher or someone taking a teaching role, or from peers. (Education and Endowment Foundation)</p>	<p>Book Scrutiny</p> <p>Celebration of achievements</p> <p>Good parent partnership</p> <p>Pupil Perception</p> <p>Lesson Observation</p> <p>INSET</p> <p>Resourced</p> <p>PAFS tracking</p> <p>Attendance tracking</p>	<p>Monitoring SLT and Govs</p> <p>PAFS IR JC SR</p>	<p>Half termly pupils progress reviews JC</p> <p>Appraisal reviews JC</p> <p>Pupil Perception IR</p> <p>Half termly PAFS</p>

<p>Full access to curricular and extracurricular activities with positive social integration</p> <p>Behaviour /attitudes managed to reduce negative impact on own and others' learning</p> <p>Parents and carers supported to get back on track with a focus on child's education, health and safety</p>	<p>Pupil and Family Support Metacognitive classrooms Support to access extracurricular activities Creative curriculum planning Designated roles and responsibilities for pupils Regular CPD for all staff re inclusion Transition / joint working between pre school/school Systems in place for early Intervention Assess plan do review approach to supporting and monitoring intervention and support Partnership with other agencies High quality visits and visitors</p>	<p>On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average).Although SEL interventions almost always improve emotional or attitudinal outcomes, not all interventions are equally effective at raising attainment. Improvements appear more likely when approaches are embedded into routine educational practices, and supported by professional development and training for staff. In addition, the implementation of the programme and the degree to which teachers are committed to the approach appear to be important.SEL programmes appear to benefit disadvantaged or low-attaining pupils more than other pupils, though all pupils benefit on average. Approaches have been found to be effective from nursery to secondary school.</p> <p>There is evidence that working with CAs can lead to improvements in pupils' attitudes, and also to positive effects in terms of teacher morale and reduced stress. Research which focuses on classroom assistants who provide one to one or small group support shows a stronger positive benefit of between three and five additional months on average (EEF)</p> <p>Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. However, estimated benefits vary widely across the categories of programme described above. Effect sizes are larger for targeted interventions matched to specific students with particular needs or behavioural issues, than for universal interventions or whole school strategies. School-level behaviour approaches are often associated with improvements in attainment, but the evidence of a causal link to learning is lacking. Approaches such as improving teachers' behaviour management and pupils' cognitive and social skills seem to be equally effective. (EEF)</p> <p>Parental and community involvement programmes are often associated with reported improvements in school</p>	<p>Parental satisfaction Pupil feedback Appraisal Reviews Governor monitoring Training logs Pupil Progress meetings School data Agency feedback Provision tables/intervention records Parent consultations</p>	<p>JC JC/IR JC DF JP JC/IR Teachers IR SR/GY</p> <p>Teachers</p>	<p>Annual surveys</p> <p>Termly Appraisals</p> <p>Half Termly pupil progress</p> <p>Regular updates/reviews with outside agencies</p> <p>Timetabled Parent consultations feedback/analysis</p> <p>SEND monitoring</p> <p>Pupil Asset half termly</p>
---	---	--	--	--	--

		ethos or discipline and so are worth considering as alternatives to direct behaviour interventions. (EEF)			
--	--	---	--	--	--

Attendance	<p>Early Intervention First day calling FPN Policy/Increase parental accountability Careful use of language related to holidays in term time High quality early years setting and transition to set solid foundation Attendance Race Attendance priority Awareness raising Use of Inclusion team/attendance duty</p>	<p>Evidence suggests that early years and pre-school intervention is beneficial. On average, early years interventions have an impact of five additional months' progress, and appear to be particularly beneficial for children from low income families (EEF)</p>	<p>Attendance monitoring and reporting – pupil asset Governor monitoring</p>	<p>JC IR JP JG</p>	<p>HT reports to governors termly</p>
-------------------	--	---	---	-----------------------------	---------------------------------------

ii. Targeted support

The progress, attainment and wellbeing of individual pupil premium children and other vulnerable groups will be focussed on as an essential part of weekly staff meetings between the headteacher and individual teachers. Support will also be provided through SENCO, Cluster SEND Support, Respectrum Advisory Services, EPSS, Children Services, Designated Safeguarding Leads, Assessment Lead and Governors. Data informs appraisal, provision mapping, self-evaluation, school improvement planning and feedback to parents and agencies. Support aims to be dynamic and relevant to the needs of individuals and groups at all times. The school aims to sustain a 'team around the child' approach.

iii. Other approaches

	Chosen action/approach	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
	Rigorous pupil progress monitoring and feedback to staff	Timetabled Pupil progress meetings Weekly peer support in staff meetings related to pupil progress Develop peer coaching	JC/IR	Half termly
	Pupil and Family Support Support from SENCO	Standard agenda item for staff meetings Clear Assess/Plan/Do/Review plans shared with all staff	JC IR	Weekly Half termly update
	Celebratory solutions focussed ethos Growth Mindset	Growth Mind set approach Metacognitive classrooms Application of Blooms taxonomy Embed core values 'Children first' Parent partnership Celebration assemblies/events	ALL	ongoing

	Strong pupil voice		
--	--------------------	--	--

5. Key Expenditure to achieve the above:

Leadership IR	8000
Attendance admin support JP	1500
4 days of supply cover for targeted intervention KS1 GY	880
Music Enrichment from NMS	1500
ICT Enrichment resources	700
Targeted support for individual children/families	200
Cluster non sports events transport/cover	400
CPD	600
General enrichment resources and bought in services eg library	1015
Total	14795