

## Pupil premium strategy statement 2020 – 2021

1. Summary information					
School	Latchford St James CE Primary School				
Academic Year	2021-22	Total PP budget	£78,010	Date of most recent PP Review	N/A
Total number of pupils	165	Number of pupils eligible for PP	58	Date for next internal review of this strategy	2022

2. Current attainment – No 2020 – 2021 data available as no external school published			
Keystage 2 outcomes 2019 – <b>Most recent published data</b>	10 Pupils eligible for PP -50% SEND	National Average for all pupils	19 Pupils not eligible for PP
% achieving the expected level in reading	<b>60%</b>	<b>73%</b>	<b>58%</b>
% achieving the expected level in writing	<b>80%</b>	<b>77%</b>	<b>63%</b>
% achieving the expected level in mathematics	<b>100%</b>	<b>79%</b>	<b>79%</b>
% achieving the expected levels in reading/writing/maths combined	<b>40%</b>	<b>65%</b>	<b>42%</b>

3. Barriers to future attainment (for pupils eligible for PP)	
<b>In-school barriers</b>	
A.	Low age related abilities in CLL, Reading Writing and Maths on entry into EYFS.
B.	Development of language skills for PP children across the school
C.	To diminish the difference between PP children and non PP children in reading, writing and maths
D.	To support children to catch up missed learning due to COVID-19
<b>External barriers</b>	
D.	Attendance and of vulnerable groups

4. Desired outcomes		Success criteria
A.	To improve communication, language and processing skills in EYFS	Evidence of rapid progress across all EYFS to ensure pupils meet GLD
B.	To ensure PP children catch up from missed learning due to COVID-19	Assessment data will show progress of PP children compared to non-pp children
C.	Improve outcomes for the most able pupil premium children to secure greater depth working	Increased proportions of the most able working at greater depth in English and Mathematics

<b>D.</b>	Improved attendance of all vulnerable groups	95% attendance of vulnerable groups.
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## 5. Planned expenditure

<b>Academic year</b>	2020-2021 – funding £78,010
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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 first 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 the age related percentage and progress rates for children across the school in reading, writing and maths	Quality first teaching CPD – deep div Ofsted training	Quality first teaching for all to improve/ maintain outcomes Baselines indicate that most PP children generally do not make as much progress as non PP.	Ongoing monitoring and evaluation of teaching and learning – detailed analysis of data will occur on half termly basis	SLT – P.Williams	Termly

### 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 implementation?
Appropriate provision in place for those pupils causing concern	Rapid referral for to relevant specialists so that appropriate provision is put in place (Pyramid/Local Authority) 1:1 support (£4,400) Behaviour therapy (Lego) (£1,000)	Rapid referrals implemented previously have effectively ensured appropriate provision is in place. To support emotional health and wellbeing of identified learners	Monitoring and evaluation of outcomes and provision	SENCO – J. Lloyd	Ongoing – SLT  Pyramid support school with Ed Psych reports requested by SEN Co-Ordinator.  Included in SEND cost below

Speech and Language Skills Improved	Bespoke S&L programmes delivered by Chatty Therapy and implemented/reviewed regularly in school by trained TA's	Previous use of Chatty Therapy programmes has proved effective across whole school.	Specialist TA delivering programme and continuous CPD for those staff. Planned timetable for provision Monitoring provision and outcomes Regularly reviewed	Chatty Therapy/TA's/ SENCO	Chatty Therapy review of provision half termly with appropriate staff.  Included in SEND costing
Improving progress and attainment in Reading/writing/maths	1:1 Intervention using /Reading Plus programmes	Effectiveness of intervention programmes in securing better outcomes	TA's to support class teachers to promote reading, writing, maths. Staff CPD to use programmes Staff to monitor access of reading plus programme by pupils Audit and purchase of required resources	Subject Co-Ordinator/ SLT	Half Termly  Reading, Maths and English (£55,700)
PP More Able – increase number pupils working at Greater Depth in Maths and English	1:1 and small group interventions to boost and further develop learning for more able pupils	Assessment data shows that some PP are not reaching their full potential.	TA support NACE/staff training Planned timetable for provision Monitoring provision and outcomes Specialist teacher to work with identified pupils	Subject leaders/class teachers/ SLT	Half termly  (£2,534)
SEND make good progress according to their needs and abilities	1:1 interventions small group support catch-up work to consolidate learning (pm sessions) Additional TA time to support learners with specific difficulties Additional phonics work	Assessment data shows that some SEN pupils make less progress without interventions – following advice from SENCO and external agencies.	Regular monitoring of provision and outcomes CPD to deliver programmes.	SENCO/SLT/Class teachers and TA's	Ongoing  (£19,776)
<b>Total budgeted cost</b>					<b>£78,010</b>

### 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?
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Increase overall attendance of PP children with less than 95%	SLA with Local Authority Attendance Department	Weekly monitoring by school's Attendance Officer highlighted pupils with less than 95% attendance. Local Authority SLA has proved to be effective with identified families.	Weekly monitoring and discussions Regular follow up to absence	H/T Attendance Officer LA	Ongoing
<b>Total budgeted cost</b>					<b>£2,200</b>

## 6. Review of expenditure

### Pupil Premium Funding 2020 – 2021    £574 (carried forward)

Description of Provision	Expenditure
<b>Teaching assistant targeted support &amp; Teacher Tuition and intervention</b>	<b>£67,544</b>
<b>Subsidised educational visits &amp; curriculum enhancements</b>	<b>£6,161</b>
<b>Afterschool activities</b>	<b>£1755</b>
<b>Resources for lessons</b>	<b>£2550</b>
<b>Total</b>	<b>£78,010</b>

**There is no published data for this academic year – the below data has been taken from internal school data.**

**KS2 Outcomes:**

There were 10 children in our Year 6 class eligible for Pupil Premium in 2020-2021.

Attainment

30% of our Pupil Premium eligible children met or exceeded the expected standard in Reading.

50% of our Pupil Premium eligible children met or exceeded the expected standard in Writing

40% of our Pupil Premium eligible children met or exceeded the expected standard in Maths.

30% of our Pupil Premium eligible children met or exceeded the expected standard in RWM.

**KS1 Outcomes:**

There were 7 children in our Year 2 class eligible for Pupil Premium in 2020-2021.

43% of our Pupil Premium eligible children (including SEN) met or exceeded the expected standard in Reading.

43% of our Pupil Premium eligible children (including SEN) met or exceeded the expected standard in Writing.

43% of our Pupil Premium eligible children (including SEN) met or exceeded the expected standard in Maths.

**Year 1 Phonics Outcomes:**

There were 8 children in our Year 1 class eligible for Pupil Premium in 2020-2021.

50% of our Pupil Premium eligible children (including SEN) met or exceeded the expected standard in Phonics.

**Foundation Stage Good Level of Development**

There were 5 children in our Reception class eligible for Pupil Premium in 2020-2021.

60 % of our Pupil Premium eligible children met or exceeded the expected standard at the end of Foundation stage.

