**Pupil premium strategy statement: Egremont Primary School (2020 / 2021) **

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| 1. **Summary information** | | | | | | |
| **Total number of pupils** | **309** | **Total PP budget** | | **240,060** | **Date of most recent PP Review** | **March 2020** |
| **Number of pupils eligible for PP** | **181** | FSM – £1,320 | children | 168 | **Date for next review of this strategy**  **(termly monitoring will take place throughout the year)** | **July 2021** |
|  |  | LAC – £1,900 | children | 9 |
|  |  | Post LAC - £1,900 | children | 0 |  |  |
|  |  | Services - £300 | child | 4 | **Total PP budget spent** | **£250,100** |

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| 1. **Current attainment 2019/20 data for KS2 (2019 data)** | | |
|  | *Pupils eligible for PP (31 children)* | *Pupils not eligible for PP* |
| **% of pupils achieving the expected standard in reading, writing and maths** | 19% | 9% |
| **% of pupils achieving the expected standard in reading** | 35% | 43% |
| **% of pupils achieving the expected standard in writing** | 34% | 21% |
| **% of pupils achieving the expected standard in maths** | 47% | 41% |
| **Reading progress score** | -6.12 | -6.36 |
| **Writing progress score** | -9.62 | -8.60 |
| **Maths progress score** | -5.69 | -5.06 |

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| 1. **Barriers to future attainment (for pupils eligible for PP including high ability)** | |
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| **In-school barriers** *(issues to be addressed in school, such as poor oral language skills)* | |
|  | Poor speech and language skills on entry and continuing throughout KS1 – impacting on phonics and reading, including comprehension. Wider impact across the curriculum also evident. |
| **B.** | Limited wider experiences – impacting on overall knowledge and understanding |
| **C.** | Poor core skills in basic literacy in maths – evidenced on entry and a barrier to succeeding at KS1 and KS2 |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | |
| **D.** | Deprivation – impacting on basics such as access to food and utility services and also experiential learning and access to resources to support learning and engagement outside of school |
| **E.** | Access to Early Help and engagement with services prior to children becoming school age – and continuing throughout school |
| **F.** | Attendance – school attendance and attendance at appointments with wider services |

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| 1. **Outcomes** | | |
|  | *Desired outcomes and how they will be measured* | *Success criteria* |
|  | Narrow the gap between disadvantaged and non-disadvantaged learners achieving the expected outcomes across all key phases – GLD (S&L, Reading), PSC, KS1 reading | The in-school gap between disadvantaged and non-disadvantaged will be narrowed through the effective use of targeted support and intervention. |
|  | Children to be immersed in experiential opportunities – data to be recorded in school for participation | All children to be immersed in experiential learning opportunities – with a minimum of 6 per year. The opportunities will be varied.  The children are able to draw upon these experiences to directly impact on learning outcomes – measured against the intent and outcomes via teacher assessment |
|  | % of children attaining ARE in all subjects, including combined is improved so that the gap between the disadvantaged and non-disadvantaged in school is narrowed and so that the overall differences between school and NA is narrowed | Progress and attainment data reflects a narrowed gap between disadvantaged and non-disadvantaged in school  % of children achieving ARE in all areas improves |
|  | The school supports children and families with access to both basics and also desirables such as technology and resources so that learning can be a priority in school. The school develops sustainable links with services to support and reduce deprivation. | All children and families have sufficient access to food – provided through weekly food bags and vouchers as needed  All children have fair opportunities to access technology and resources outside of school hours |
|  | The school uses its pastoral team to sign post Early Help to families in school – including those with children below school age. Families access Early Help and engage with wider services in a timely manner. | Early Help targets the families that are in need  Where appropriate, Early Help is signposted for children below school age |
|  | Attendance of disadvantaged learners will be in line with their in-school non-disadvantaged counterparts. School will also work to improve the overall attendance of all learners in school as part of its work overall. | There is parity between those that are disadvantaged and those that are not in terms of attendance, overall attendance is improved to be in line with NA  A multi-agency approach ensures that all children are enabled to attend appointments. School facilitates appointments taking place on site. |

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| 1. **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. | | | | | |
| 1. **Quality of teaching for all** | | | | | |
| **Desired outcome** | **Chosen action / approach** | **What is the rationale for this choice?** | **Staff lead** | **Cost** | **How impact will be measured?** |
| Narrow the gap between disadvantaged and non-disadvantaged learners achieving the expected outcomes across all key phases – GLD (S&L, Reading), PSC, KS1 reading | * Staff training and development for all identified staff * Wellcomm (all of EYFS) * Consistent teaching of phonics from entry – RWInc * New resources to support the teaching of reading * Small group phonics teaching across EYFS and KS1 * Phonics intervention in KS2 * Language work – developed around word choice and meaning with a change to the teaching approach | * New staff - training * RWInc has been used successfully and this is becoming consistently embedded * Varied resources are needed to support and promote engagement with reading * Speech sounds recommended by SALT to target specific needs | LF, JW and MW | £35,000 resources and staffing costs | Data – termly tracking  Pupil voice  Staff voice |
| Children to be immersed in experiential opportunities – data to be recorded in school for participation | * School trips/visits * Visitors and guest speakers to school * Involvement in community-related initiatives such as the police outreach * Membership for platforms to support real-life experiences such as National History Association * Digimaps | * Children need real life experiences that expand their knowledge and understanding * NHA membership and digi maps, for example, provide authentic sources of information that can be accessed in school on a more flexible and regular basis – authenticity is preferred over clip art for images etc. | Phase leads and ME | £20,000 resources and staffing costs | Impact measured in standards of work produced – progress and attainment  Pupil voice  Staff voice |
| % of children attaining ARE in all subjects, including combined is improved so that the gap between the disadvantaged and non-disadvantaged in school is narrowed and so that the overall differences between school and NA is narrowed | * Purchase of new books to support reading * Platforms for supporting learning in specific areas – TT Rockstars and Maths shed, Mathletics, Literacy Shed * QFT – staff development with a focus on Maths and English * Revised approach to writing – teaching, learning and assessment of this * Concrete resources to support maths development | * Current reading resources are depleted * SENAT advice for maths resources to support understanding of maths concepts * Maths and English CPD identified through school development plans * DHT to develop writing using bespoke approach in school | English and Maths team and ME/LF | £65,000 resources and staffing costs | Data – termly tracking  Pupil and staff voice  Progression through reading scheme |
| The school supports children and families with access to both basics and also desirables such as technology and resources so that learning can be a priority in school. The school develops sustainable links with services to support and reduce deprivation. | * Food bags on a weekly basis * Free uniform for all new starters to school – including all on entry to EYFS * All families signposted to local groups providing support – i.e. social supermarket | * Food bags have and continue to be a successful way of meeting basic needs of families * Free uniform ensures that all children start the school with the correct equipment and resources necessary | Pastoral Team | £5,000 resource costs | School collection data  Staff and parent voice |
| The school uses its pastoral team to sign post Early Help to families in school – including those with children below school age. Families access Early Help and engage with wider services in a timely manner. | * Early Help screening process for all children/families * Regular publication of services available to all families * Early Help coordinated through school – with school as lead professional where appropriate * Access to school support services – such as parenting advice for routines, support for behaviour, supporting claims for benefits and FSM | * Identified need for Early Help services for children across the school * Identified and proven need for parents/carers to access support in school to access services, benefits and support for overall well-being. | Pastoral Team | £10,000 staffing and admin costs | Early Help and pastoral data  Parent voice |
| Attendance of disadvantaged learners will be in line with their in-school non-disadvantaged counterparts. School will also work to improve the overall attendance of all learners in school as part of its work overall. | * Whole school monitoring of attendance by pastoral support staff – including first day of absence screening and phone calls * Letters to families regarding attendance and issues associated with it on a regular basis – also included on weekly newsletter * Liaison with locality officer from LA | * Absence data indicates that monitoring of this on a daily basis is needed | Pastoral Team  Phase Leads | £5,000 staffing and admin costs | Attendance data  PA data |
| **Total budgeted cost** | | | | **£140,000** |  |

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| 1. **Targeted support** | | | | | |
| **Desired outcome** | **Chosen action/approach** | **What is the rationale for this choice?** | **Staff lead** | **Cost** | **How impact will be measured?** |
| Narrow the gap between disadvantaged and non-disadvantaged learners achieving the expected outcomes across all key phases – GLD (S&L, Reading), PSC, KS1 and KS2 reading | * SALT identified on entry and referrals made in Autumn term for EYFS * Targeted interventions – data driven * 1:1 phonics intervention * Speech Sounds/Sounds Listening intervention (SALT) * Wellcomm (some Year 1) * 1:1 additional reading with identified children | Suggested interventions from SALT services – professional advice  1:1 phonics intervention as per guidance from RWInc materials – also proven impact  Wellcomm – consistency of intervention across EYFS and KS1  Additional daily reading to counteract lack of reading outside of school – data driven | MW, JW and LF | £12,000 staffing and resource costs | Performance data |
| Children to be immersed in experiential opportunities – data to be recorded in school for participation | * Support to cover costs of residentials for identified families * Support for individuals to access specific experiences in and out of school that may be of benefit i.e. social clubs, additional clubs – i.e. after school sports club * Art therapy work with DK * Forest School work with DK | Forest schools making use of the provision in school and using to enhance learning experiences – proven success previously  All children should have the same opportunities in school – i.e. attending residentials | DK and phase leads | £15,000 staffing and resource costs | Pupil voice  Staff voice  School data collection – clubs/trips etc |
| % of children attaining ARE in all subjects, including combined is improved so that the gap between the disadvantaged and non-disadvantaged in school is narrowed and so that the overall differences between school and NA is narrowed | * Nessy to support reading and spelling for identified pupils * Smaller class sizes to target specific cohorts – Reception (2 classes) and Y6 (3 classes) * HLTA support in specific year groups * Orrets Outreach * Interventions – based on data and including pre-teaching | Class sizes driven by school data  HLTA support is data driven  Orrets outreach for children with identified needs – previous known success and staff specialism  Nessy – proven success to increase reading age for children with specific needs | ME, LF, Phase Leads  Maths and English Team | £73,500 staffing and resource costs | Progress data |
| The school supports children and families with access to both basics and also desirables such as technology and resources so that learning can be a priority in school. The school develops sustainable links with services to support and reduce deprivation. | * Uniform costs for some families – including PE kits/coats and bags * Support for families to access materials to support learning and development at home – reading books, jigsaws, board games, stationery items etc * Signposting of some families to charities | * All children need access to uniform and correct resources for learning and development * Additional resources such as games, books etc will support learning and development at home | Pastoral Team | £2,000 resource costs | Pupil and parent voice  School data collection |
| The school uses its pastoral team to sign post Early Help to families in school – including those with children below school age. Families access Early Help and engage with wider services in a timely manner. | * Identification of children rising to school age who have a known or identifiable need have referrals and support in place prior to starting, where possible * Access to services such as CAMHS * Parental support on a 1:1 basis in school – counselling, parenting etc | * There is a need for EH for children prior to them becoming school age * CAMHS offer services to meet known needs * Parenting support is tailored specifically to meet needs | Pastoral Team | £2000 staffing costs | School data collection  Pupil and parent voice |
| Attendance of disadvantaged learners will be in line with their in-school non-disadvantaged counterparts. School will also work to improve the overall attendance of all learners in school as part of its work overall. | * Dedicated member of staff who monitors and liaises with parents/carers and the locality officer from LA in this regard * Multi-agency work to ensure attendance at appointments – such as paediatrics. School facilitating where issues arise | * Established link with locality officer has an impact – supports parents and also the process for fixed penalty notices * Multi-agency approach established. Missed appts for medical in particular have an impact on assessments so collaboration is needed | Pastoral Team | £2,000 staffing costs | Attendance data  PA data  School data collection |
| **Total budgeted cost** | | | | **£ 106,500** |  |

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| 1. **Other Approaches** | | | | | |
| **Desired outcome** | **Chosen action/approach** | **What is the rationale for this choice?** | **Staff lead** | **Cost** | **How impact will be measured?** |
| Narrow the gap between disadvantaged and non-disadvantaged learners achieving the expected outcomes across all key phases – GLD (S&L, Reading), PSC, KS1 reading | * Parent workshops – phonics and reading – with materials to take home * Leaflets for helping at home * SALT workshops for parents * Information available on website | * Provides refresher for parents, supports parents in a less intensive way when it is an open invitation * SALT workshops to share good practice – intention for this to impact on younger or future siblings | MW, JW and LF | £2000 staffing and resources | Data – termly tracking  School data collection |
| Children to be immersed in experiential opportunities – data to be recorded in school for participation | * Establishing local links in the community so that they engage and target our families – links with PCSO for this in regard to anti-social behaviour initiatives for example | * Community links are essential and already established in the local area | ME and Pastoral Team | £100 admin costs | Community project reports |
| % of children attaining ARE in all subjects, including combined is improved so that the gap between the disadvantaged and non-disadvantaged in school is narrowed and so that the overall differences between school and NA is narrowed | In school and cross-school competitions for times tables  Use of Google Classroom to support homework – used in particular for retrieval opportunities of knowledge covered in school  Previewing of language – class texts of key vocabulary for English texts  CPG resources for SPaG, mental maths and reading comprehension  Motivation of children through links with authors | * Children respond well to competitive challenges * Retrieval as a MAT policy for supporting children to consolidate understanding * CPG books are self-explanatory for parents to use to support children | Phase Leads | £800 Resource costs | Y4 times tables check  Data – termly  TA data |
| The school supports children and families with access to both basics and also desirables such as technology and resources so that learning can be a priority in school. The school develops sustainable links with services to support and reduce deprivation. | Links with charities  Fundraising  Applying for grants | * Grants and fundraising will help to sustain what we can offer families | Pastoral Team | £500 Admin costs | School data collection |
| The school uses its pastoral team to sign post Early Help to families in school – including those with children below school age. Families access Early Help and engage with wider services in a timely manner. | Social media used to promote local offers  Links to videos for phonics, speed sounds etc | * Parents access social media as a preferred communication | Pastoral Team | £100 Admin costs | Engagement with posts  Parent voice |
| Attendance of disadvantaged learners will be in line with their in-school non-disadvantaged counterparts. School will also work to improve the overall attendance of all learners in school as part of its work overall. | Attendance incentives across school  Weekly attendance awards per class | * Previous positive response to such initiatives | Pastoral Team | £100 resources cost | Attendance data  Data of specific groups |
| **Total budgeted cost** | | | | **£3600** |  |

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| 1. **Review of expenditure (July 2021)** | | |
| **Desired outcome** | **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) |
| Narrow the gap between disadvantaged and non-disadvantaged learners achieving the expected outcomes across all key phases – GLD (S&L, Reading), PSC, KS1 reading | In school data shows evidence of strong improvement – gap between PP and non-PP narrowed and gap between in school and 2019 NA narrowed | Impact of making vocabulary central to our capital cultural and an emphasis across the curriculum has been successful – approach to be embedded and training to be in place for new staff. Approaches are sustainable and cost effective. |
| Children to be immersed in experiential opportunities – data to be recorded in school for participation  % of children attaining ARE in all subjects, including combined is improved so that the gap between the disadvantaged and non-disadvantaged in school is narrowed and so that the overall differences between school and NA is narrowed | Intended impact not as great due to pandemic restrictions – however, the shift to online opportunities was successful. All children had sessions online with an author, we had a poet in school for live sessions, we made use of the local area to support physical health and development – immersing children in sport facilities and opportunities locally. Digimaps and History Association membership in place to facilitate authentic learning materials. | Experiential learning outside of the core subjects was pivotal to the mental health and physical well-being of the children. Links made with local sports clubs/facilities will enable these experiences to continue. Staff development during these opportunities will be sustained in that the staff can replicate sports clubs within the school day on a regular basis. |
| The school supports children and families with access to both basics and also desirables such as technology and resources so that learning can be a priority in school. The school develops sustainable links with services to support and reduce deprivation. | DfE provided 88 laptops/tables and 4 routers  School sourced an additional 75 laptops and 10 routers to ensure that all families with children working at home could access online lessons with teachers. The technology remained with children and families pre-post lockdown to ensure children had access to online platforms at all times.  In addition, basic needs were also met – food bags on a weekly basis, clothing, bedding and cleaning materials as well as reading books and stationery. Targeted support was for PP children and school-identified working poor families. School’s detailed awareness of family dynamics and contextual information was a real strength in meeting needs of our families sensitively and effectively. | Links made with local charities and businesses – allowing for a sustainable contingency for future intakes of children.  Continue to embed the pastoral and contextual working knowledge staff have of families – proved to be an asset in meeting need in difficult circumstances. Continue to identify the working poor families and those that sit just outside of PP eligibility. |
| The school uses its pastoral team to sign post Early Help to families in school – including those with children below school age. Families access Early Help and engage with wider services in a timely manner. | External review of safeguarding identified the strengths of pastoral care and safeguarding – including the effective provision in place for early help referrals. Early help used to support families  Services in school worked effectively – CAMHS outreach, MCTC, SALT | Continue to facilitate services working from within school to remove potential barriers |
| Attendance of disadvantaged learners will be in line with their in-school non-disadvantaged counterparts. School will also work to improve the overall attendance of all learners in school as part of its work overall. | Overall attendance for the academic year was 95% - an increase from previous academic years. Disadvantaged was 1% lower than non-disadvantaged which is a gap that has been significantly narrowed. External 360 review of attendance conducted by LA was positive – identifying procedures in place at school to monitor attendance and support/challenge absences was effective. Effective procedures in place to issue FPN where necessary. Any child not attending has a phone call home. Where concerns exist, a home visit is carried out by a member of SLT.  DSL liaises with allocated SWs to ensure the attendance of children at CIN/CP/CLA.  Children having an age-appropriate working awareness of attendance and skills in improving this was beneficial. | Systems and processes for monitoring and improving attendance are established and can be embedded with new admin staff. Links with LA are established and will continue.  SLT home visits to continue  CME25 referrals to be in place for identified children |