

Arley Primary School

Pupil premium strategy statement 2020 - 2021

1. Summary information					
School	Arley Primary School				
Academic Year	Sept 2020 – July 2021	Total PP budget allocated	£83,390 plus £12,220 carried forward = £95,610	Date of most recent PP Review	12 th February 2018
				Date of most recent Ofsted Inspection	January 2019
Total number of pupils	194 (inc. Nursery)	Number of pupils eligible for PP	69 pupils (36%)	Date for next internal review of this strategy	July 2021

Year 6 Data: Due to Co-vid 19, all judgements are based on Teacher Assessment – March 2020. Good progress should be 22 steps since KS1 prior attainment.	<i>Pupils eligible for PP (Arley)</i>
% on track to achieve in reading prior to Lockdown	38%
% on track to achieve in writing prior to Lockdown	38%
% on track to achieve in maths prior to Lockdown	63%
Progress in reading prior to Lockdown	21.9
Progress in writing prior to Lockdown	21.7
Progress in maths prior to Lockdown	21.7

2. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Pupils' use of a rich vocabulary and understanding of these words when read in context. Although the PP pupils made expected progress since KS2, the % of on-track attainment in Reading is well below average.
B.	Pupils' use of a rich vocabulary to use in a range of writing. Although the PP pupils made expected progress since KS2, the % of on-track attainment in Writing is well below average.
C.	Pupils' ability to catch-up on essential key skills missed for English and Maths following the Co-vid 19 period of time (Summer Term 2020). After a sustained amount of time away from school, pupils could also feel vulnerable and will need support to enable them to be the very best they can be with positive attitudes to learning at Arley Primary by the end of this academic year.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Due to Co-vid 19, attendance data is not reported this year; however, the vast majority of PP pupils have not attended school since March 2020; therefore, this will impact on the attainment and progress of pupils. This is therefore a potential barrier for enabling pupils to catch-up on key English and Maths skills whilst still having to cover the key skills within the child's current attainment group. The target for attendance at school remains at 97% or higher.

3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	To increase the number of PP pupils achieving ARE by the end of KS2 in reading to narrow the gap compared to non-PP nationally.	For the average whole school progress for PP in Reading to be in line with National non-PP.
B.	To ensure that PP pupils have stamina for writing using a wide range of vocabulary in context. To increase the number of PP pupils achieving ARE by the end of KS2 to narrow the gap to National non-PP.	For the average whole school progress for PP in Writing to be in line with National non-PP.
C.	To ensure all PP pupils catch-up on key English and Maths skills from the Summer 2020 curriculum.	For PP pupils to make accelerated progress in order to catch-up on key skills missed during the Summer Term 2020 due to Co-vid.
D.	Good attendance rates for pupils eligible for PP in line with non-PP national.	PP pupils to achieve at least 97% attendance by the end of the year. Reduce the number of persistent absentees among pupils eligible for PP to 10% or below.

4. Planned expenditure					
Academic year	September 2020 – July 2021				
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?
A.B.C. Pupils to increase their vocabulary and stamina for reading into writing.	Good quality texts to be used. Linked to the Power of Reading Project. To ensure that all classes have a story time where reading can be modelled and new vocabulary explored. Each class to have a new vocabulary wall which is an integral part of English teaching. Staff to have training in Talk for Reading and Talk for Writing: Pie Corbett. LC will continue to be a moderator for the LA.	Research in writing shows that starting with enriched good quality texts improves pupils' vocabulary and language acquisition. Reading into writing is a proven strategy. Pupils need to widen their vocabulary through a range of texts; introducing new vocabulary daily. Reading and writing skills need to regularly practised in order to maintain and raise standards in English. Some pupils may not have had access to good quality vocabulary enriched texts such as those listed on the Power of Reading scheme.	CPD, monitoring plans, standards in books. Looking at outcomes. Working with the English lead to monitor.	HT, DHT, Lead for English	Termly outcomes. Termly drop-ins.
C. For teachers to thread reasoning skills in Maths throughout their lessons.	Use White Rose resources and strategies to thread reasoning strategies in all Maths lessons. Use White Rose MTP to enable pupils to cover the areas of Maths missed through the Lockdown and Summer 2020 period of time. JE led staff training already.	Monitoring showed evidence of an improved use of reasoning skills by pupils but pupils may not have been able to practise these during their time at home using a range of visual representations.	Working with the Maths Lead to monitor.	HT, DHT, Lead for Maths.	Termly outcomes. Termly drop-ins.
Total budgeted cost					£0.00

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?
A. Improved progress and attainment for PP pupils in Reading and Writing.	All TAs and teachers to challenge PP pupils in 1:1 reading during assemblies in addition to whole class sharing of texts.	Reading and Writing attainment compared to Maths attainment by the end of KS2 is lower and therefore more of a barrier to learning.	Close monitoring of the progress made in Reading of PP compared to non-PP pupils. Monitor the quality of reading provision 1:1.	HT, DHT, lead for English.	On-going and part of analysis at the end of each term. Half-termly pupil progress meetings.
A.C. Targeted PP Pupils to develop speed, accuracy and fluency in reading or maths number skills.	Precision Teaching Speed Reading or Precision Teaching Maths for targeted PP pupils.	Precision Teaching is a targeted intervention which is administered quickly on a daily basis and has proven measured impact when measured against the baseline. This strategy allows key skills to be targeted in an efficient manner without impacting on other lessons.	Reporting termly on impact reports. Collecting end of term data.	HT, DHT, lead for English.	On-going and part of analysis at the end of each term. Half-termly pupil progress meetings.
A.B.C. Pupils in Catch-up and Challenge Groups to make rapid progress to close the gap towards ARE or GD from their prior attainment.	Targeted support for small Catch-up and Challenge groups. Targeted open questioning for PP pupils in all lessons. Fluidity in groups to suit the needs of individuals. TAs if in class during the lesson introduction to support PP pupils to ensure learning intentions are clear. Detailed transition meetings between current and new teachers including priorities on interventions that need to be planned in for the Autumn Term initially.	Research shows that using a targeted range of open questioning techniques enable teachers to make formative assessment judgements in class and small group work. The use of small groups ensures that all pupils within the group are focussed and work is targeted to suit the needs of individuals. Flexibility of groupings allows specific catch-up skills to be fine-tuned to suit the needs of pupils.	Continual monitoring and analysis of pupil performance and progress throughout the year; including pupil talk, work trawls, intervention baseline and end of term analysis.	HT, DHT, lead for English and Maths	On-going and part of analysis at the end of each term. Half-termly pupil progress meetings.

<p>A.B.C. Pupils who are SEND and PP to make good progress against their IEP targets.</p>	<p>Focused 1:1 IEP work for individuals. IEPs reviewed and created in April 2020 will remain in place for the start of the Autumn Term; specific targets adjusted after initial baseline informative assessment made by teachers. Ensure parents have a copy of these targets so they can also support the learning at home.</p>	<p>Pupils who are SEND will benefit from focussed targeted work against their IEP targets; to improve their basic English and Maths skills and allow them to catch-up on those key skills they need to read, write and complete Maths tasks.</p>	<p>Working with the SENCo, regular IEP reviews with teachers and parents. Using this information to set new targets.</p>	<p>HT, DHT, Class teachers</p>	<p>At the point of each review.</p>
<p>C. Pupils who have missed key skills teaching in Maths and English to catch-up.</p>	<p>Catch-up slips to identify when key skills need to be taught on a 1:1 basis when pupils are absence. These slips will be key indicators for any pupil who needs to have any time off in line with the Health and Safety guidelines. Pupils who have to shield will have bespoke work put aside for them and a weekly call to pupils to talk them through any new learning.</p>	<p>Pupils with high absence are more likely to miss key skill teaching in Maths and English. Therefore, catch-up slips should enable pupils to maintain their progress alongside other children. This strategy is very successful at Arley and workable on top of other targeted support strategies. Pupils cannot afford to miss any further key skills after the length of time, pupils have already been absent in school.</p>	<p>Part of monitoring for the marking policy.</p>	<p>HT, DHT, lead for English and Maths Class Teachers</p>	<p>Through monitoring of book trawls.</p>
<p>Total budgeted cost</p>					<p>£92,535</p>

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?
D. Increased attendance rates.	<p>Parents/carers text straight away on the first day of an absence. Letters sent if attendance falls below 90%. Parents contacted. Certificates sent home for pupils who have poor attendance but have made significant improvements during the term. ACE involved quickly if there are continual absence concerns. Catch-up slips used in Maths and English to ensure that key skills are caught up when pupils are away. Attendance class league introduced to encourage good attendance. Attendance certificates and prizes. 'In It To Win It' displays in every classroom; prize draw for pupils with good attendance at the end of the year. PP 1:1 sheets also include an attendance target for all pupils.</p>	<p>If pupils are not attending school then they are not being given first good-quality teaching and gaps in their learning will increase; therefore having a detrimental effect as they progress through the school. Persistent absence (below 90%) through research shows that pupils are missing up to a whole month in learning. Catch-up slips will ensure that key skills are not missed therefore ensuring that pupils' attainment continues to thrive and there are no gaps in learning.</p>	<p>Attendance will be closely monitored to ensure that individuals' attendance is improving. Catch-up slips will be monitored through Maths and English book trawls.</p>	HT, DHT, Class teachers.	Half-termly.
A.B.C.D. To increase pupils' ability to explain their learning using the language of learning.	Refer to the 4Rs characters using the growth mind set philosophy.	The Sutton Trust report recognises that one of the most significant impacts on pupil progress is the ability to be able to reflect on their own learning through Growth Mindset practices.	Through pupil talk comparing the language of learning for PP compared to non-PP.	HT, DHT, middle leaders.	Half-termly.
A.B.C.D. To encourage parents to support pupils at home in their learning.	Encourage parents to be actively involved in their child's learning. Teachers to send home additional work if they feel individuals will benefit to help them to close the gap in key skills missed.	Children sharing their learning with their parent/carer will encourage parents to come into school and be an integral part of their child's learning. By engaging with parents, this could have a positive impact on attendance figures.	Monitor the attendance of PP parents/carers at key school events when it is safe to do so. Feedback from virtual learning.	HT, Lead for PP, Class teachers.	Review after any key events or signposted information.

A.B.C.D	Ensure pupils have a breakfast at the start of each day. Families also supported in the continuation of Magic Breakfast food hampers throughout the Autumn Term 2020.	Analysis of teacher, pupil and parent talk show that pupils are “ready to learn” with the introduction of Magic Breakfast bagels. Pupils will be less engaged in their learning if they are hungry and more unlikely to be well resulting in further absence from school. Through the food hampers, parents will be able to also ensure that children are having a nutritious breakfast.	Continue to compare the impact of Magic Breakfast on children’s attitude to learning through pupil, parent and teacher feedback.	PP lead	December 2020
A.B.C.D. To ensure that pupils’ mental health is strong and they are not affected by any trauma.	Purchasing JIGSAW to support teachers with resources for PSHE. Teachers to sign up for https://mentallyhealthyschools.org.uk/ to access further resources to support mental health teaching. 2 x SLT to complete Thrive Training; then implement in school.	As outlined in the KCSE document for September 2020, research states that pupils’ mental health should be strong in order for them to not only feel safe but also to thrive at Arley in all they do.	Monitor pupils carefully when they start school in September 2020; particularly those already identified vulnerable pupils but also those who were not attending school during Lockdown or since 1 st June 2020.	PP Lead All staff	On-going day-to-day
				Total budgeted cost	£3,075

5. Review of expenditure				
Previous Academic Year		September 2019 – July 2020		
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
A.B. Pupils to increase their vocabulary and stamina for reading into writing.	Good quality texts to be used. Linked to the Power of Reading Project. To ensure that all classes have a story time where reading can be modelled and new vocabulary explored.	Medium impact: PP pupils made accelerated progress overall up until March 2020. 4.2 steps progress. Year 6 PP made accelerated progress with 5.3 steps progress; although attainment remained low.	Power of Reading strategies will continue to be used as will the vocabulary walls.	Speech and Language £1,444.80
C. For teachers to thread reasoning skills in Maths throughout their lessons.	Staff CPD on reasoning skills and the introduction of Maths No Problem scheme in KS1; White Rose resources in KS2 from September 2018.	High impact. PP KS2 pupils attainment is considerably higher than in Reading and Writing. All PP pupils made good progress overall in Maths with 4.2 steps on average.	Strategies to continue as part of good-first quality teaching.	Catch-up Maths £8,734.68 Challenge Maths £2,474.68
ii. Targeted support				
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
A. Improved progress and attainment for PP pupils in Reading.	All TAs to challenge PP pupils in 1:1 reading.	Medium Impact – Rapid progress made in Reading for PP with 4.2 steps progress on average. Phonics targeted groups effective to allow pupils to catch-up. The Year 3 and 4 regular phonics intervention, for example, was starting to have a significant impact on pupils' spelling before the school had to close – all pupils made significant improvements when they were re-assessed against their baseline.	Strategy to continue but SR to oversee the running of it to ensure pupils are prioritised.	Priority Readers £7,740 Phonics £6,643.77

A.C. Targeted PP Pupils to develop speed, accuracy and fluency in reading or maths number skills.	Precision Teaching Speed Reading or Precision Teaching Maths for targeted PP.	High Impact. All pupils who use precision teaching show significant achievement in the speed of the skill they are developing and often move onto several other objectives. Maths precision teaching techniques supported the increased knowledge of times tables.	This strategy is a proven strategy and all TAs have a section of their timetable designated for precision teaching.	PT Reading £739.60 PT Maths £747.80
A.B.C. Pupils in Catch-up and Challenge Groups to make rapid progress to close the gap towards ARE or GD from their prior attainment.	Targeted support for small Catch-up and Challenge groups. Targeted open questioning for PP pupils in all lessons. Fluidity in groups to suit the needs of individuals. TAs if in class during the lesson introduction to sit near PP pupils to ensure learning intentions are clear.	Medium Impact: Teachers use end of term data to identify groups of pupils who either need to catch-up or to be challenged to enable them to achieve Greater Depth. Reading and Writing steps progress overall was good but writing was to be the focus for the Summer Term before the Lockdown as progress was just below the expected number of steps.	Strategy to continue to enable teachers to be flexible with their teaching. Once pupils are in school full-time, we should start to see the impact of inventions.	Reading Challenge £1,241.68 Reading Catch-up £7,468.24 Writing Challenge £2,961.05 Writing Catch-up £8,050.63 (See also Catch-up and Challenge Maths costs above)
A.B.C. Pupils who are SEND and PP to make good progress against their IEP targets.	Focused 1:1 IEP work for individuals.	High impact: Individual pupils show good progress against their IEP targets – good use of TA time for focused target work on a 1:1 basis. Pupils have been quickly identified to have EP intervention.	Strategy to continue for targeted SEN pupils.	£4,317.84
A.B.C. Pupils who have missed key skill teaching in Maths and English to catch-up.	Catch-up slips to identify when key skills need to be taught on a 1:1 basis when pupils are absence.	High impact: Teachers are able to identify the key skills needed for pupils to catch-up when they have been absence. Learning walks and book trawls evidence clearly the skill covered and the date it has been revisited. This way pupils who have absence issues do not miss these key skills. This strategy is so well embedded now, pupils will often tell their teacher they need “to catch-up”.	Strategy to continue as an effective part of Arley’s marking policy. This strategy will be also used for pupils who have to shield or to isolate; where bespoke remote learning will be evidenced.	No cost
iii. Other approaches				
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

D. Increased attendance rates.	Parents/carers text straight away on the first day of an absence. Letters sent if attendance falls below 90%. Parents contacted. Certificates sent home for pupils who have poor attendance but have made significant improvements during the term. Catch-up slips used in Maths and English to ensure that key skills are caught up when pupils are away. Attendance class league introduced to encourage good attendance. 'In It To Win It' displays in every classroom; prize draw for pupils with good attendance.	N/A Attendance is not reported this year in line with Government recommendations. No data was reported on the end of pupil reports. However, SR continued to analyse attendance up until the Lockdown period and teachers had had those structured conversations around pupils' attendance figures if there was a concern at the Parents' evening. By the Spring Term, PP pupils' attendance started to close the gap to -2% rather than -3.1% in the Autumn Term.	Strategies to continue. We still aim to raise the attendance figures for PP pupils. We also aim to produce work for bespoke learning if any child has to isolate or shield due to risks around Co-vid.	No cost.
A.B.C.D. To increase pupils' ability to explain their learning using the language of learning.	Introduce the 4Rs characters using the growth mind set philosophy.	High impact. Pupils are confident in their discussion of the four characters and can articulate the characteristics of each character when finding work challenging.	This is an embedded strategy within the school.	Social Skills Group £2,167.20 SEMH £247.68
D. To encourage parents to support pupils at home in their learning.	Encourage parents to attend Inspire afternoons.	Unable to estimate the impact due to the cancellation of mass gatherings at Arley due to Co-vid. Although 73% of PP parents attended parents' evening and were going to be re-invited in to ensure PP was 100% just before we had to close.	Inspire afternoons will be reintroduced when it is safe to do so next academic year.	No cost
D. To increase the number of PP pupils in extra-curricular clubs supporting parents financially.	Places offered to PP pupils as a priority and funding supported.	Medium Impact: Good uptake of dance clubs; including KS2 which was previously poorly attended by PP pupils. KS2 tag rugby was well attended as was a very popular sewing club ran at lunchtime. A new curling club was trialled in Breakfast Club and would have been pursued for PP pupils but this was unable to be initiated.	Clubs will be reintroduced when it is safe to do so next academic year.	Clubs £870.00 Trips £320.00
A.B.C.D To ensure pupils have a breakfast at the start of each day.	All pupils offered the option of a healthy Magic Breakfast. Families were also offered a home Magic Breakfast Hamper for collection during the Co-vid period.	High impact: Pupils have a healthy breakfast daily. Take up remains strong throughout the school at 87% and pupil talk and teacher talk confirm that it has a high impact on pupils being ready to learn. We are one of the few schools in Coventry and Warwickshire where our uptake has not decreased. 42 pupils took up the hamper breakfast offer during the Summer Term; providing families with a nutritious start to their day in the Lockdown period.	Magic Breakfast classroom bagels to continue until December 2020; then school will run a toast option – contingency plan already in place. Families will continue to have the Magic Breakfast home hamper collection service.	Magic Breakfast £250.00 Magic Breakfast hampers – no cost.
<i>S. Riley</i> <i>Lead for Inclusion</i> <i>September 2020</i>	Total spend for the academic year			£56,419.65

