

## **Tickhill Estfeld Primary School**

### **Pupil Premium Strategy Statement 2020-21**

The Government allocates funding to all schools to tackle disadvantage in the form of the Pupil Premium Grant to help to raise attainment for pupils who are from low income families. National data shows that pupils who have been eligible for Free School Meals (FSMs) at any point in time, have consistently lower educational outcomes than those who have never been eligible for FSMs.

All schools are required to publish, on their websites, the amount of money that they receive for this purpose and how the money is being spent. It is for schools to decide how to best use their funding and they are accountable for how it has been used to support pupils. At Tickhill Estfeld we make provision for disadvantaged pupils; however, we also recognise that not all pupils who receive free school meals will be disadvantaged. We also recognise that not all pupils who are disadvantaged will be registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support pupils or groups of pupils that the school has identified as being disadvantaged.

We know that high quality teaching and leadership are vital in raising attainment. All pupils learn best when they are in class with their teacher and are accessing “quality-first teaching”. We also know that schools that are most effective in improving outcomes for disadvantaged pupils use research-based evidence about what makes a real difference to pupils’ outcomes when planning specific interventions. We are aware of current research and good practice, and take this into account when planning our curriculum. We recognise that disadvantaged pupils are not a homogenous group and employ targeted approaches for groups or individuals facing particular barriers to ensure the best possible learning outcomes for all. Whilst the pupil premium has focused many schools’ attention on raising the attainment of low performing pupils, more-able disadvantaged pupils are also at risk of underachievement too.

At Tickhill Estfeld our expectation is that all pupils, including those eligible for Pupil Premium funding, make good progress over time and achieve high outcomes, that they develop skills and personal qualities that allow them to access their learning and access a wide range of social and cultural opportunities.

In the last academic year all pupils faced significant disruption to their learning due to Covid-19. Please also refer to the Catch-up Premium Plan for planned interventions to support pupils’ learning and progress in 2020-21.

September 2020

### The Pupil Premium Grant

School receive the Pupil Premium Grant @ £1345 per pupil for:

- all pupils who are eligible for free school meals (FSM).
- all pupils who have been eligible for free school meals (FSM) at any point during the last 6 years.
- Schools are funded a further £310 per pupil for all pupils who have parent/carers who are service personnel.
- Schools are funded a further £2345 per pupil for all pupils who have been looked after continuously for more than six months by someone other than their immediate family.
- The government awards the funding to help raise attainment for these pupils. National data shows that as a group, pupils who have been eligible for FSM at any point in time have consistently lower educational attainment than those who have never been eligible for FSM.

<b>1. Summary information</b>					
<b>Academic Year</b>	2020/21	<b>Total PP Income</b>	£15,770	<b>Date of most recent PP review</b>	July 2020
		<b>Total Budgeted Cost</b>	£15,770		
<b>Total number of pupils</b>	215	<b>Number of pupils eligible for PP</b>	8 (4%)	<b>Date for next internal review</b>	July 2021

<b>2. Statutory Assessment Results 2020 - 1 pupils in FS2, 0 pupils in Year 1, 2 pupils in Year 2, 7 pupils in Year 6 in Summer 2020</b>			
Academic Year 2019/20		Number of pupils eligible for PP - 13	
		Total number of pupils - 214	
<b>Total PP Income</b>	£21,272.00	<b>Total Final Expenditure</b>	£22,686.00
<b>Foundation Stage</b>		<b>Pupils eligible for PP</b>	
% achieving GLD in FS2		100% (TA)	
<b>Key Stage 1</b>		<b>All Pupils</b>	
% passing phonics screening at Year 1		N/A	
% passing phonics screening at Year 2 (re-sits)		N/A	
% meeting expected standard in reading at end of Key Stage 1		100% (TA)	
		87% (2019)	

% meeting expected standard in writing at end of Key Stage 1	100% (TA)	83% (2019)
% meeting expected standard in maths at end of Key Stage 1	100% (TA)	87% (2019)
<b>Key Stage 2</b>		
% meeting expected standard in reading at end of Key Stage 2	57% (TA)	90% (2019)
% meeting expected standard in writing at end of Key Stage 2	57% (TA)	97% (2019)
% meeting expected standard in maths at end of Key Stage 2	71% (TA)	77% (2019)

<b>3. Barriers to future attainment (for pupils eligible for PP, including high ability)</b>	
<b>Internal Barriers (within school)</b>	
i.	Early identification of children in receipt of PP in FS and KS1
ii.	Lower progress and attainment of pupils in receipt of PP funding across school
iii.	Lower Reading attainment for children in receipt of PP funding
iv.	Lower Writing attainment for children in receipt of PP funding
v.	Lower Maths attainment for children in receipt of PP funding
vi.	Lack of depth across the curriculum
<b>Internal Barriers (outside school)</b>	
vii.	Lack of access to wider opportunities in the community and home environment for some children in receipt of PP funding
viii.	Lack of access to communications and technology for remote learning during lockdown
ix.	Lack of access to social and emotional support during lockdown

<b>4. Desired Outcomes of planned interventions and how they will be evaluated</b>		
	<b>Desired outcomes of planned interventions and how they will be measured</b>	<b>Success Criteria</b>
i.	Early identification of children in receipt of PP in FS and KS1	More parents are signposted to applying for PP forms enabling school to target support at eligible pupils.

ii.	Good or better rates of progress and attainment for all pupils including PP pupils.	Outcomes for PP pupils - GLD, phonics, EOKS1 and EOKS2 are at least in line with or better than for all pupils.
iii.	Outcomes in Reading throughout school are in line with similar schools nationally.	Progress of PP pupils in Reading is at least in line with or better than for all pupils.
iv.	Outcomes in Writing throughout school are in line with similar schools nationally.	Progress of PP pupils in Writing is at least in line with or better than for all pupils.
v.	Outcomes in Maths throughout school are in line with similar schools nationally.	Progress of PP pupils in Maths is at least in line with or better than for all pupils.
vi.	School to provide additional support from the Catch-up Premium to identify and address gaps in learning caused by lockdown experience.	Progress of PP pupils is at least in line with or better than for all pupils.
vii.	All pupils access the full National Curriculum and wider opportunities provided as the school's curriculum offer.	All pupils, including PP pupils access and have an understanding of the key concepts of the school curriculum.
viii.	School provides all pupils with the opportunity to access and experience enrichment activities and cultural experiences as part of the school curriculum and in extra-curricular activities. Families are sign-posted to events and activities that take place outside school.	All pupils, including PP pupils able to access a range of enrichment activities such as school visits, "expert visitors", cultural activities, and a range of after school clubs. Pupils are sign-posted to activities in the wider community which they can access outside school.

## 5. Planned expenditure

The three headings below enable schools to demonstrate how they are using PP funding to provide;

- i. "Quality-first Teaching" for all pupils in class;
- ii. Targeted support for groups and individuals;
- iii. Support for whole school strategies.

### i. "Quality-first Teaching" for all pupils

Desired outcome	Chosen action / approach	What is the evidence for this choice?	How will you measure impact?	Who will monitor?	Review date
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<p>Improved attainment and progress for those eligible for PP across school.</p> <p>Improved reading results across school as a result of embedding new approaches to teaching reading across school.</p> <p>Improved maths results across school as a result of continuing development of the Maths Mastery approach approaches to teaching maths throughout school.</p> <p>Depth across the curriculum.</p>	<ul style="list-style-type: none"> <li>• Internal CPD – use of Subject Leaders knowledge and expertise to develop the subject knowledge of skills of all staff.</li> <li>• Specific CPD around the development of Remote Learning.</li> <li>• 100% salary of two TAs to support pupils and deliver interventions.</li> <li>• Sharing good practice with other schools – SPP project, Learning Matters PiL, FS2 Y2 and Y6 Network attendance, SENCO Network attendance, Leaders engaged in National</li> </ul>	<p>High quality teaching and learning has the greatest impact on the attainment and progress of children. Our curriculum design and regular assessment of outcomes for pupils enables us to plan and deliver effective teaching and interventions for our pupils. Our knowledge of pedagogy and expertise in what effective teaching looks like enables us to use our professional knowledge in our intent and implementation of strategies. Our decisions are also informed by up-to-date evidence-based research so that we know our actions have a high probability of achieving the intended impact.</p> <p>The EEF Teacher Toolkit signposts us to the most effective ways of improving outcomes for pupils:</p> <p>Collaborative learning shows moderate impact for a low cost with 5 months’ gains. (EEF)  <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/collaborative-learning/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/collaborative-learning/</a></p> <p>Effective Feedback has high impact for very low cost with 8 months + gains (EEF)  <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/feedback/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/feedback/</a></p> <p>Mastery Learning has moderate impact for very low cost with + 5 month gains (EEF)  <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/mastery-learning/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/mastery-learning/</a></p> <p>Teaching reading comprehension strategies has moderate impact for very low cost + 5 months’ gains (EEF)</p>	<p>Monitoring and evaluation of teaching: Lesson observations; work scrutiny; assessment data.</p> <p>Rigorous termly PPM to ensure that all pupils are meeting targets/ interventions put in place.</p> <p>Regular monitoring by GB of outcomes for all pupils.</p> <p>Monitoring of outcomes for all pupils by the LA (StEP visits).</p> <p>SLT to monitor and evaluate impact of</p>	<p>Class teachers</p> <p>Subject Leaders</p> <p>SLT</p> <p>SENCO</p> <p>Learning Mentor</p> <p>Governing Body</p>	<p>Pupil outcomes termly</p> <p>PP Strategy - July 2021</p>
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	<p>College programs (NPQH, NPQSL),</p> <ul style="list-style-type: none"> <li>• CPD delivered by the Research School (Metacognition)</li> <li>• Release time for SLT and Subject Leaders to monitor the curriculum.</li> <li>• Ensure that all pupils are able to access high quality reading texts.</li> <li>• Ensure that all pupils hear adults reading aloud as good role models of developing effective reading.</li> <li>• Continue to promote Reading for Pleasure throughout the school.</li> <li>• Continue to target</li> </ul>	<p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/</a></p> <p>Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, low cost +4 months gain (EEF)</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/</a></p> <p>Metacognition and self-regulation has high impact for very low cost +7 months' gains (EEF)</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/meta-cognition-and-self-regulation/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/meta-cognition-and-self-regulation/</a></p> <p>EEF Guidance Report – Improving Maths at KS2 and KS3</p> <p><a href="https://educationendowmentfoundation.org.uk/tools/guidance-reports/maths-ks-2-3/">https://educationendowmentfoundation.org.uk/tools/guidance-reports/maths-ks-2-3/</a></p>	<p>initiatives regularly.</p> <p>Peer-review as art of the SPP process.</p>		
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	<p>additional reading and phonics support at those pupils below ARE.</p> <ul style="list-style-type: none"> <li>• Moderation in school and with other schools.</li> <li>• NFER assessments resources.</li> <li>• PM Benchmarking.</li> <li>• Phonics Play.</li> <li>• VIPERS</li> <li>• The Pawsome Gang</li> <li>• TT Rockstars</li> <li>• Second phase of Teaching for Mastery with the SY Maths Hub.</li> <li>• Classroom Secrets</li> <li>• Pre and post teaching.</li> </ul>				
<b>ii. Targeted Support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence for this choice?</b>	<b>How will you measure impact?</b>	<b>Who will monitor?</b>	<b>Review date</b>

<p>Early identification of pupils eligible for PP funding in Early Years and Key Stage one.</p> <p>Improved attainment and progress for those eligible for PP across school.</p> <p>Improved reading results across school as a result of embedding new approaches to teaching reading across school.</p>	<ul style="list-style-type: none"> <li>• Assessment Resources; NFER, PM Benchmarking. <ul style="list-style-type: none"> <li>• Pre and post teaching.</li> <li>• Additional reading sessions</li> </ul> </li> <li>• Book Buddies club.</li> <li>• Word Shark.</li> <li>• Nessy.</li> <li>• ELS based intervention program.</li> <li>• Toe by Toe.</li> <li>• Success in Arithmetic.</li> <li>• 1:1 tuition.</li> <li>• 1:1 Learning Mentor (ELSA trained) support.</li> <li>• Friendship groups.</li> <li>• Social Stories.</li> <li>• Play4Purpose.</li> <li>• Lego Therapy.</li> <li>• Brain gym</li> <li>• Commando Joe</li> </ul>	<p>The EEF toolkit states that targeted interventions matched to specific students’ needs can be highly effective. We take into account internal evaluation and assessment of school-based intervention; we track the outcomes of pupils engaged in our intervention programs using EAZMag and regularly monitor pupil progress.</p> <p>Reading comprehension strategies-EEF moderate impact for very low cost based on extensive evidence + 5 months’ gains (EEF)  <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies</a></p> <p>Early years interventions – EEF state moderate impact with gains of 5 months based on extensive evidence.  <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/early-years-intervention/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/early-years-intervention/</a></p> <p>Metacognition and self-regulation has high impact for very low cost +7 months’ gains (EEF)  <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-</a></p> <p>Interventions which target social and emotional learning (SEL) seek to improve pupils’ interaction with others and self-management of emotions. Moderate impact for moderate cost + 4 months’ gains (EEF)  <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/</a></p>	<p>Rigorous termly PPM to ensure that all pupils are meeting targets/ interventions put in place.</p> <p>Intervention evaluation – monitoring outcomes for pupils engaged in programs.</p> <p>Monitoring – SENCO /Learning Mentor</p>	<p>Class teachers</p> <p>Subject Leaders</p> <p>SLT</p> <p>SENCO</p> <p>Learning Mentor</p> <p>Governing Body</p>	<p>Termly Pupil Progress Meetings</p> <p>PP Strategy - July 2021</p>
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		Sports participation has a moderate impact with gains of 2 months <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/sports-participation/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/sports-participation/</a>			
<b>iii. Support for whole-school strategies</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence for this choice?</b>	<b>How will you measure impact?</b>	<b>Who will monitor?</b>	<b>Review date</b>
Tailored support for pupils needing social/emotional/mental health support.  Support for pupils identified as vulnerable.  Pupils able to access a wide range of after-school and lunchtime extra-curricular activities	<ul style="list-style-type: none"> <li>Individual or small group ELSA-trained Learning Mentor support.</li> <li>Nurture group sessions.</li> <li>After-school and lunchtime activities program.</li> </ul>	<p>All pupils have social and emotional needs which can have an impact on their ability to access the curriculum. Some pupils have specific needs that make them more vulnerable. Interventions which target social and emotional learning (SEL) seek to improve pupils' interaction with others and self-management of emotions. Moderate impact for moderate cost + 4 months' gains (EEF) <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/</a></p> <p>Sports participation has a moderate impact with gains of 2 months <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/sports-participation/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/sports-participation/</a></p>	Rigorous termly PPM to ensure that all pupils are meeting targets/ interventions put in place.	SLT  SENCO  Learning Mentor	Termly Pupil Progress Meetings  PP Strategy - July 2021
<b>Total Budgeted Cost</b>				<b>£23,971</b>	