

Pupil Premium Strategy Statement (ADMAT)



1. Summary information					
School	Princetown Community Primary School				
Academic Year	2021-22	Total PP budget and recovery premium allocation	£19485 (£2000 recovery)	Date of most recent PP Review	September 2021
Total number of pupils	34	Number of pupils eligible for PP	13	Date for next internal review of this strategy	January 2022

2019 Data. No external data available for 2020/21 due to COVID-19.	<i>Pupils eligible for PP (your school)</i>
Percentage achieving in reading, writing and maths	KS1 40% KS2 0%
Percentage making progress in reading	KS1 80% KS2 0%
Percentage making progress in writing	KS1 40% KS2 0%
Percentage making progress in maths	KS1 60% KS2 0%

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.	Percentage of PP pupils not on track to meet the required standard in writing. (YF,2 and 3, 4, 5, 6)
B.	Percentage of PP pupils attaining ARE in Maths problem solving is well below national average in all cohorts.
C.	PP pupils find independence more difficult due to having more support at home throughout Covid.
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
D.	High percentage of PP pupils have difficulty communicating thoughts and feelings which social situations.
3. Desired outcomes	
	<i>Desired outcomes and how they will be measured</i>
	<i>Success criteria</i>

A.	Raise attainment of PP pupils in writing.	Increase in percentage of PP pupils meeting/exceeding the required standard in the writing.
B.	Raise attainment of PP pupils in Maths problem solving.	Percentage of pupils attaining ARE in Maths improves and is in line with national.
C.	Children to become more independent so they are able to take ownership of their learning.	Percentage of pupils attaining ARE improves and is in line with non PP pupils.
D.	Improve social skills of PP children.	Children will make progress against a social skills assessment tool.

4. Planned expenditure

Academic year £24,845

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. Raise attainment of PP pupils in writing across the whole school.	<p>Daily phonics sessions</p> <p>Consistent use of accelerated reader</p> <p>Ensure the Babcock reading schemes are followed.</p> <p>High expectations of all pupils.</p> <p>Targeted deployment of TAs directed by Class Teacher.</p> <p>Training on SEN from SEN services.</p> <p>Layered spellings</p> <p>NELI programme for Foundation children.</p>	<p>PP children are not on track to meet the required criteria which will affect their learning in other areas of the curriculum and therefore limit life chances.</p> <p>Identified as a priority on the recovery curriculum schedule due to gaps from COVID lockdown.</p>	<p>Monitoring of teaching, planning and books.</p> <p>Assessments used to inform teacher assessment in order to track attainment and progress.</p> <p>External monitoring from AIO (Academy improvement officer)</p>	<p>HoS</p> <p>Literacy Leader</p>	Jan 2022

B. Improved progress and attainment for PP pupils in Maths problem solving.	<p>Daily fluency based on basic number work, with a particular focus on multiplication facts to ensure this is embedded which will support problem solving.</p> <p>High expectations of all pupils.</p> <p>Ensure the maths mastery approach is implemented.</p> <p>Focus teaching on PP pupils through questioning and feedback.</p> <p>Targeted deployment of TAs directed by Class Teacher..</p> <p>Focus teaching on PP pupils through questioning and feedback.</p> <p>Taking part in the NCTEM mastering number programme.</p>	<p>Although the data shows that the PP pupils are working broadly in line with non PP pupils, and, in some cases, are working above PP pupils, PP pupils are working below the ARE in Maths.</p> <p>Identified as a priority on the recovery curriculum schedule due to gaps from COVID lockdown.</p> <p>When completing assessments PP children score significantly lower on the reasoning paper than they do on the arithmetic paper.</p>	<p>Monitoring of teaching, planning and books.</p> <p>Assessments used to inform teacher assessment in order to track attainment and progress.</p> <p>Moderation of assessment by attending ADMAT monitoring.</p> <p>Opportunities for CPD in relation to subject leadership by attending ADMAT and Babcock meetings.</p>	Maths Lead	
Total budgeted cost					£13,597.00
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?

<p>A. Raise attainment of PP pupils in writing.</p> <p>B. Improved progress and attainment for PP pupils in Maths problem solving.</p>	<p>Additional adult through NTP to focus on writing.</p> <p>HOS teaches 5/6 daily maths.</p>	<p>NTP has been proven to work. The children selected are below ARE in writing.</p> <p>Identified as a priority on the recovery curriculum schedule due to gaps from COVID lockdown.</p> <p>Attainment of pupils in maths improved last year when year groups were taught separately. PP children not on track to be ARE.</p>	NTP tutor to liaise with HOS and CT.	Class teachers	Jan 2022
<p>B. PP pupils to develop their independent skills to support progress in learning.</p>	<p>Targeted intervention for PP pupils with low self esteem and resilience in class.</p> <p>Visible learning approach to support these pupils.</p>	<p>There is a high number of pupils in our school who find independence difficult which can impact on their ability to learn and complete tasks.</p>	<p>Class Teacher to liaise with TA to deliver interventions. Intervention overview and records will reflect this. Draw in expertise from external sources</p>	Class teachers	
Total budgeted cost					£2878.00

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. Improve the social skills of PP children.	NELI programme implemented in Foundation and Year 1.	To ensure pupils are able to communicate their needs and learning needs To ensure this does not become a barrier to learning.	Monitoring of the NELI programme implementation, delivery and progress of children.	TA	Jan 2022
Total budgeted cost					£8379

5. Review of expenditure

Previous Academic Year	2020-21
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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
<p>A. Raise attainment of PP pupils in phonics in KS1</p> <p>B. Raise attainment of Reading in KS2</p>	<p>Daily phonics sessions</p> <p>Consistent use of accelerated reader</p> <p>Ensure the Babcock reading schemes are followed.</p> <p>High expectations of all pupils.</p> <p>Targeted deployment of TAs directed by Class Teacher.</p> <p>Training on Maths Mastery</p>	<p>Phonics check was cancelled due to COVID. 4/5 Y3 children now passed the phonics check. Y2 children.</p> <p>Y1 children 4/5 on track to pass the phonics check in</p> <p>Y6 children all passed internal assessments at the end of the year.</p> <p>All other year groups – children who were previously ARE before covid are back on track.</p>	<p>Continue with phonics interventions.</p> <p>Staff to rotate around different groups.</p> <p>Monitoring to continue.</p>	<p>£12, 494.40</p>

<p>C. Improved progress and attainment for PP pupils in Maths.</p>	<p>Daily fluency based on basic number work, with a particular focus on multiplication facts.</p> <p>High expectations of all pupils.</p> <p>Daily fluency based on basic number work, with a particular focus on multiplication facts.</p> <p>Ensure the maths mastery approach is implemented.</p> <p>Intervention from HofS daily for 6 weeks</p> <p>Focus teaching on PP pupils through questioning and feedback.</p> <p>Targeted deployment of TAs directed by Class Teacher..</p> <p>Focus teaching on PP pupils through questioning and feedback.</p> <p>Targeted deployment of TAs directed by Class Teacher.</p>	<p>School based assessments showed that 3/5 y6 children achieved ARE from 1/5 in KS1. Assessments showed that children are scoring well on arithmetic papers but find reasoning and problem solving more difficult.</p>	<p>Arithmetic across KS2 is strong but need to develop reasoning and problem solving strategies.</p>	
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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
<p>D. Raise attainment of PP pupils in phonics.</p> <p>E. Improved progress and attainment for PP pupils in Maths.</p>	Interventions for Maths and Reading for PP pupils.	<p>Phonics check was cancelled due to COVID. 4/5 Y3 children now passed the phonics check. Y2 children.</p> <p>Y1 children 4/5 on track to pass the phonics check in</p> <p>Y6 children all passed internal assessments at the end of the year.</p> <p>All other year groups – children who were previously ARE before covid are back on track.</p> <p>School based assessments showed that 3/5 y6 children achieved ARE from 1/5 in KS1.</p> <p>Assessments showed that children are scoring well on arithmetic papers but find reasoning and problem solving more difficult.</p>		£9875.25

F. Children to become more resilient so they are able to persevere when faced with a challenge.	Targeted intervention for PP pupils with low self esteem and resilience in class. Interventions to include working to improve our school.	Children's self esteem has improved and this is evident through assessments as children are getting back on track after covid. Children can talk about their learning and are able to talk about their next steps.	Continue developing this through visible learning.	
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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
G. Improve the speech and language of PP children.	1:1 daily sessions with pupils with SALT intervention in place to work on targets set by therapist	PP children have improved speech and language skills and this is evident through phonics assessments, reading and writing attainment/progress.	To be implemented next year through NELI.	£438.90