

## Pupil premium strategy statement 2020-2021 (COVID interrupted) REVIEWED

1. Summary information					
<b>School</b>	IRCHESTER COMMUNITY PRIMARY (data from Jan 2019 census)				
<b>Academic Year</b>	2020-2021	<b>Total PP budget</b>	£ 96,500	<b>Date of most recent PP Review</b>	Feb 2020
<b>Total number of pupils</b>	387	<b>Number of pupils eligible for PP</b>	75 (19%)	<b>Date for next internal review of this strategy</b>	Jul 2021

2. Current attainment		
All teacher assessment	<i>7 Pupils eligible for PP in ICPS</i>	<i>Pupils not eligible for PP (national average 2019)</i>
<b>% achieving expected in reading, writing and maths end of KS2, July 2020</b>	78%	65%
<b>% expected standard in reading</b>	78%	73%
<b>% expected standard in writing</b>	78%	78%
<b>% expected standard in maths</b>	78%	79%
<b>% expected standard in GPS</b>	78%	78%

Throughout this difficult period of COVID19 with schools only being able to accept certain pupils through the doors, ICPS has maintained constant contact with vulnerable families. This has been achieved through phone calls, emails and food parcels that have been frequently given out or picked up by family members of vulnerable families.

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers	
<b>A.</b>	Continue to raise achievement in Reading. Focus groups: KS2 and disadvantaged pupils. <ul style="list-style-type: none"> <li>▪ Higher than national percentage of pupils at end of KS2 to reach expected standard</li> <li>▪ Progress of readers with higher prior attainment to be at least in line with, or better than, national at KS1 and KS2</li> </ul>
<b>B.</b>	Improve End of KS1 phonic attainment

C.	33% (3/9) of EYFS PP achieved GLD Use of effective phonics will continue to raise the percentage of pupils achieving EYFS improve attainment in reading and improve writing. A focus group will be disadvantaged pupils and boys.				
<b>External barriers (issues which also require action outside school, such as low attendance rates)</b>					
D.	Emotional welfare ( adopted, Post LAC,CP, EHA) Effect of COVID-19 <ul style="list-style-type: none"> <li>Effective action to ensure vulnerable pupils access education through improved attendance and emotional support in school, leading to improved outcomes</li> <li>Low aspirations of PP – develop family culture of learning and attendance of clubs (when able due to COVID19).</li> </ul>				
<b>4. Desired outcomes</b>					
	<i>Desired outcomes and how they will be measured</i>			<i>Success criteria</i> <u>COVID impact on results Teacher assessment due to cancellation of SATS and school closure Spring 2021</u>	
A.	PP children to make accelerated progress to achieve in line or better than their peers especially in reading.			89% of PP to achieve to be in line/better than peers. 44% PP achieved in RWM. whole of yr6 48% RWM,	
B.	To achieve the end of Yr1 phonic screening			57% of present Yr2 PP to achieve Yr1 phonic level taken in Nov 2020, not in May 2020 due to COVID19. <b>57% Yr2 PP achieved phonic level</b> 57% of present Yr1 PP to achieve Yr1 phonic level <b>71% Yr1 achieved phonic level</b>	
C.	For EYFS PP pupils, especially boys, to improve their phonics and achieve GLD, with good progress made by vulnerable pupils and improved learning environment with enhanced opportunities to successfully apply phonic skills			EYFS achieve 75% gaining GLD. 60% of PP pupils to achieve GLD <b>54% achieved GLD</b> CLL in Early Years Support parents to understand how to help their children learn - encouraging parents to read to children before they can read, then to begin reading with children as soon as they can; and running workshops (on Tapestry) showing parents how to read and talk about books with their children effectively.	
D.	Pupils with emotional needs have their needs addressed and supported in their learning. Improve attendance -Learning Mentor/Family Support worker to work in partnership with parents and follow up quickly on absences			Attendance of 95% for all individual and as a whole school. PP children remain a monitored focus. Emotional needs identified and met to support attendance and learning. <b>Attendance varied throughout this year - BEFORE lockdown at the end of November PP attendance was 94.58% (including GRT 86%)</b> <b>March 2020- PP attendance was 90% (including GRT 67.9%)</b>	
<b>5. Planned expenditure</b>					
<b>Academic year</b>	<b>2020-2021</b>				
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.					
<b>i. Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>

Interventions and focused quality first teaching in place having a positive impact on learning	Pupils targeted precisely in lessons	We believe no-one is better-placed to support schools in doing this than teachers themselves.	Monitoring of lessons/planning / progress meetings & data	HT/SENCO	Some impact as COVID has had one too, greater expectations next year
Culture of higher expectations of all children but especially of Pupil Premium children to have positive impact on learning.	20day challenges, focused questioning, first quality teaching	Focused learning on weaker areas for reinforcement and deepening learning	Monitoring of lessons/planning/ progress meetings & data. Speak to the pupils involved.	HT/DHT	End of each 20day period Continue to use these as effective
The right strategies are in place to support SEN/PP in/outside the classroom. External expertise bought in when needed	SENCO analysis of needs of pupils, ensuring appropriate material used. Dyslexia/behaviour interventions	SEN Code of Practise ensures that provision that is needed 'additional to or different from 'is implemented effectively.	Monitored and reviewed regularly for impact. Then adjusted/improved where necessary.	SENCO	External advice was sort after when needed, that helped move pupils learning on & how to do this. Aim to achieve consistent & thorough monitoring next year.
<b>Total budgeted cost</b>					£30,500

## 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?
Pupils are supported with their emotional needs in order to be ready to attend lessons and learning. FLW support families of emotional need children.	Meet and greet at the start of the day. Counselling/Lunch bunch Teacher & TA behaviour training/Voice of the child Milk over 5's  FLW highly visible every morning at the gate. Workshops for parents academic, behaviour and emotional	EEF trials have shown how, when properly trained and supported, teaching assistants working in structured ways with small groups can boost pupils' progress. A settled child is more ready for learning. Experience shows us that parents are happy to approach FLW outside of school with matters that can then be addressed in school. The association between parental involvement and a child's academic success is well established. To enable our vulnerable children to be in the position to learn well and be able to reduce their anxieties. For parents/carers to establish good/positive routines and higher expectations.	Record keeping of attendance. Book scrutiny & data. Regular meetings and updates with FLW. CPD for Family Link Worker to ensure up to date training and knowledge. Using highly recommended providers. FLW to attend sessions and continue to work with the designated families. Provision of a range of support staff to remove or alleviate individual social, emotional and health barriers including provision of 'Time to Talk' sessions weekly. PSHE resources used throughout the school to provide emotional support.	SENCO staff  FLW	Pupils supported, becoming more confident in classroom. FLW making effective relationships with parents via gate/email & phone links. Phone calls & emails were constant throughout the COVID19 periods for vulnerable families

Extra reading to improve fluency, 1:1	Focused 1 to1 sessions. Continue to develop parental involvement throughout the year to encourage improved baseline in speaking & listening – Provide Reading boxes for support to home reading	Invest in longer term change for PP which will also support reading & writing. Reading with parents The transition between phases of education –notably early years to primary schools need to diagnose pupils’ needs as soon as possible in order to put in place effective support to help those falling behind to catch up.	Monitoring of sessions/planning/ progress meetings & data. Feedback from pupils & parents	HT/staff	Termly Children made some improvements in reading and phonics. Reading boxes enjoyed at home. Y6 took past reading SATs paper: 78% PP passed, significantly higher than 58% non- PP
Targeted group for Maths	Online 1:1 programme to improve maths skills, supported by TA	EFF Targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment.	Review progress at end of term 2. Speak to class teacher on impact.	TA/class teacher/HT	End of term 2 Pupils enjoy sessions, having some limited impact on retaining knowledge, but good for confidence building. Retention focus for next year Teacher assessment of Y6 maths 67% PP at ARE 80% non-PP
Targeted group to be more focused and supported in their learning, by raising aspirations and achievements.	Part of the 2 year programme ‘Achievement for All’	To transform the lives of all children, young people and their families by raising educational aspirations, access, achievement and attainment, regardless of background, challenge or need.	Staff meetings, parental meetings, feedback form both groups, attitudes of pupils in class, pupil progress meetings. Questionnaires.	HT ,DT SENCO All staff	Half yearly Regular weekly contact through online learning and group work.
<b>Total budgeted cost</b>					£21,600

### 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?
To continue to organise to support PP parents/carers. To have at least 5 PP families taking part with an online training due to COVID-19 restrictions	To target PP children’s parents who would benefit from this scheme. CPD for FLW to ensure up to date training and knowledge	The association between parental involvement and a child’s academic success is well established. Improve parental engagement +3 months approaches and programmes which aim to develop parental skills such as literacy or IT skills; general approaches which encourage parents to support their children with, for example reading or homework; the involvement of parents in their children’s learning activities.	FLW to be trained well, monitoring, speak to parents of impact.	FLW	After the sessions, speak to parents. Regular weekly contact with parents & children.

Access to Enrichment & extra curriculum opportunities including Book Week, author visits, online theatre groups, Science Investigations Day, Science visits to other schools and virtual sports events.	To ensure all children are given a wealth of new and exciting learning opportunities to give them positive aspirations for the future  This will also be dependent on COVID-19 regulations	Approaches that seek to raise aspirations are very diverse and may aim to improve learners' self-esteem, self-efficacy or self-belief, or to develop motivation and engagement.	To select a wide range of new and exciting learning opportunities for the PP children.		To ensure all PP children enjoy their learning and coming to school. Evidence from school questionnaire. Several events/days postponed due to COVID19. But theatre visits allowed and enjoyed
To ensure that all children have been supplied with new uniform, PE kit & equipment for all PP children as and when to be ready for learning and school.	To ensure the PP children are fully prepared for school.	To support the development of a whole school ethos and therefore is supportive of discipline and motivation.	To ensure all children are supplied with a new school uniform and necessary equipment	All staff	Throughout the year Some interruption, but all pupil premium had access to this and clothing provided as well as some attendance of clubs, when allowed by COVID restrictions.
To ensure that 100% of PP have had an opportunity for a day visit and/or residential visit by July 2020.	To ensure all pupils have access to school visit to enrich their curriculum and remove the potential cost barrier. COVID-19 regulations	Studies of adventure learning interventions consistently show positive benefits on academic learning, and wider outcomes such as self-confidence.	Monitoring of the number of children attending day visits and residential opportunities.	All staff	Annually Some interruption, but residential occurred in Sept 2021
<b>Total budgeted cost</b>					£84,000 (£12,500 remaining for unseen actions)