

St Nicholas CE Primary School Pupil Premium and Covid Recovery Strategy Statement 2020-21

1. Summary information					
School	St Nicholas CE Primary School				
Academic Year	2020-21	Total PP budget	£114,255	Date of most recent PP Review	Sept 2020
		Estimated COVID recovery budget	£19,500		
Total number of pupils	246	Number of pupils eligible for PP	85	Date for next internal review of this strategy	Feb 2021

				Current attainment					
NB Due to COVID 19 no data is available for the 2019-20 academic year			2018 <i>Pupils eligible for PP (our school) 14 pupils</i>	2019 <i>Pupils eligible for PP (our school) 6 pupils</i>	2019 <i>Pupils with SEN (7 pupils)</i>	2020	2020	<i>All Pupils (school average)</i>	<i>All Pupils National</i>
% achieving in reading, writing and maths			45%	48%					
progress in reading			0	0.41	-.034			-1.6	0.1
progress in writing			-1.21	1.14	-3.97			-0.2	0.1
progress in maths			0.3	1.59	3.29			0.9	0.1

Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (issues to be addressed in school, such as poor oral language skills)	
A.	Poor home learning environments
B.	Poor spelling and oral language
C.	Poor mental maths skills
D.	Poor fine motor skills
External barriers (issues which also require action outside school, such as low attendance rates)	
E	Many PP children are in year transfers, with a high proportion joining in KS 2 Absence is higher amongst pupil premium pupils Closure of the school during the COVID 19 pandemic.

Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	To close any gaps in progress caused by the COVID 19 in reading ensuring the gap previously closed between PP and all pupils does not reopen	Writing progress will be above 0 at the end of KS2, over 70% of PP KS1 pupils will be ARE or better.
B.	To close any gaps in progress caused by the COVID 19 in writing, ensuring the gap between PP and all pupils continues to close.	Results and progress scores in KS1and Ks2 will be in line with national.
C.	To close any gaps in progress caused by the COVID 19 in maths, ensuring the gap previously closed between PP and all pupils does not reopen	Results and progress scores in KS1and Ks2 will be in line with national.
D.	Improve attendance for pupils receiving PP	Attendance will be above 94% for pupil premium pupils

	<p>catch up pupils lost learning.</p> <p>Staff in reception to be trained in the Nuffield Early Language Intervention Scheme</p>	<p>to an additional 4 months progress.</p> <p>A recent trial of the programme found that children made on average 3 months of additional progress compared to children in the comparison group.</p>			
<p>Recovery of writing skills lost over COVID 19 lockdown</p> <p>PP pupils progress to be in line with all pupils.</p>	<p>Mastery approach will be continued focusing strongly on developing a wider vocabulary and spelling strategies.</p> <p>Daily handwriting lessons will be across the school.</p> <p>Interventions will continue with skilled TAs for those who are under achieving</p>	<p>The EEF states that this approach leads to an additional 5 months progress.</p>	<p>Staff meetings and twilight sessions to deliver training,</p> <p>Learning walks, pupil conferencing, lesson observations, pupils progress meetings</p>	<p>KS2/KS1 leader</p> <p>Head</p>	<p>Feb 2021</p> <p>July 2021</p>
<p>Recovery of maths skills lost over COVID 19 lockdown</p> <p>PP pupils progress to be in line with all pupils.</p>	<p>Mastery approach will be continued focusing strongly on arithmetic skills</p> <p>Interventions will continue with skilled TAs for those who are under achieving.</p> <p>Daily number bonds and times tables tests will be introduced.</p>	<p>The EEF states that this approach leads to an additional 5 months progress.</p>	<p>Staff meetings and twilight sessions to deliver training,</p> <p>Learning walks, pupil conferencing, lesson observations, pupils progress meetings</p>	<p>KS2/KS1 leader</p> <p>Head</p>	<p>Feb 2021</p> <p>July 2021</p>
Total budgeted cost					0

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?
Improved outcomes for high achieving pupils in receipt of PP	Booster lessons delivered by UPS teacher for year 1, 2 and 6.	This has had a positive impact for our year 6 pupils over the last three years.	Groups will be identified through the use of teacher assessments and PUMA and PRIMA tests at the end of the Autumn term	KS2/KS1 leader	
Improved outcomes for pupils who are LA in receipt of PP	Rapid interventions to be delivered by skilled teaching assistants Costs per child seen as low for moderate return (+5)	Data shows that these interventions have had a good impact on pupils embedding basic skills in maths and English. The Education Endowment Foundation states: The impact of collaborative approaches on learning is consistently positive, with a 5 month gain on attainment	Pupils will be identified through pupil progress meetings and their progress tracked.	SENCO/Deputy through pupil progress meetings	Pupil progress meetings Dec 2020, March 2021, June 2021
Improved oral skills for groups of PP pupils across the school	HLTA/TAS to deliver structured programmes developed by the speech and language therapist. Reception pupils to have NELI delivered by trained teaching assistants.	Improved oral skills in turn improve written skills. The Education Endowment Foundation states that: On average, pupils who participate in oral language interventions make approximately five months additional progress over the course of a year.'	Pupils will be identified by the therapist.	SENCO EY leader	Pupil progress meetings Dec 2020, March 2021, June 2021
Accelerated progress for Year R, 2, 3, 4, 5	Year R,2,3,4 and 5 to remain as 2 small classes (year 5 in the morning for English and Maths) An additional teacher is employed to allow for extended support in year 1.	The Education Endowment Foundation states: Reducing class size appears to result in around 3 months additional progress for pupils, on average.	Analysis of class data	KS 2 leader	April 2021 (Budget plan)
Estimated Total budgeted cost					£90,000

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?
Increased attendance	Attendance officer ensures that non-attendance is followed up immediately.	Pupils who attend well achieve well. Costs per child seen as moderate for moderate return (+4)	Strict system that is monitored	Family Intervention Manager	Dec 2020, March 2021, June 2021
Increased parental engagement	Structured conversations Family Intervention Manager supports targeted families	This was highly successful over the last four years with children in the cohorts making good progress Seen as moderate cost for high return (+8)	New staff trained on the meetings by Deputy.	Deputy Family Intervention Manager	Dec 2018 March 2019 June 2019
Improved emotional well being	Counsellor employed to support individuals in on-going and one off sessions Dance Therapist employed. MHST workers based at school.	Sutton trust states that emotional learning has a 4 month gain on a child's attainment.	Feedback from pupil, parents and staff	Head	Dec 2018 March 2019 June 2019
Total budgeted cost					£33,000
Additional Costs (so that vulnerable pupils can fully partake in school life.)					
Uniform – for pupils in receipt of Free School Meals – a school jumper and polo shirt once a year.					£1500
Support to pay for trips for families who are financially challenged					£1000

3. Review of expenditure		
Previous Academic Year		2019 -20
		Due to annual statutory assessments not taking place and school closures it is not possible to produce a review for the academic year 2019-20.
Analysis of Desired outcomes		
	Desired outcomes and how they will be measured	Evaluation of Success criteria
A.	No gaps in attainment between vulnerable pupils and all pupils in KS1 or KS2 in reading	
B.	No gaps in attainment between vulnerable pupils and all pupils in KS1 or KS2 in maths	

C.	The gap in attainment between vulnerable pupils and all pupils in KS1 or KS2 in writing continues to close.	
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