

# Pupil premium strategy statement (primary)

1. Summary information					
School	Speenhamland School (The Newbury Academy Trust)				
Academic Year	2020/21	Total PP budget	£76.665	Date of most recent PP Review	July 2020
Total number of pupils	298	Number of pupils eligible for PP	57	Date for next internal review of this strategy	February

2. Current attainment								
Attainment: ARE+	Reading		Writing		Maths		Combined	
	PP	Non PP	PP	Non PP	PP	Non PP	PP	Non PP
Year 6 Leavers 2019	67%	79%	60%	71%	40%	75%	40%	64%
Progress	-0.1	0	+0.4	0	+0.1	0		
Year 6 (15)	45%	70%	27%	59%	27%	67%	27%	56%
Progress	-0.1	-0.3	-0.1	-0.3	-0.1	-0.4		
Year 5 (11)	63%	73%	64%	74%	82%	79%	55%	65%
Progress	+0.3	+0.1	+0.2	+0.1	+0.2	+0.1		
Year 4 (11)	50%	58%	17%	39%	17%	58%	17%	39%
Progress	0	-0.1	-0.2	-0.1	-0.2	-0.1		
Year 3 (4)	75%	58%	50%	56%	50%	71%	50%	55%
Progress	-0.5	+0.1	-1.0	0	0	0		
Year 2 (3)	33%	54%	0%	37%	29%	57%	0%	37%
Progress	-0.2	-0.3	-0.4	-0.2				
Year 1 (7)	28%	72%	28%	58%	43%	78%	14%	58%

<b>3. Barriers to future attainment (for pupils eligible for PP, including high ability)</b>
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )
Poor maths attainment (particularly within the current Y2, Y3, Y5 and Y6 cohorts).
Slow recall of number facts, times tables, which limits speed of calculation and problem solving skills.
Lower attainment in Writing, including fewer 'Greater Depth' judgements with regards Writing (especially within Y2 and Y4 cohorts).
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )
Parental engagement in supporting learners, eg. reading at home and supporting homework.
Lack of life experience and cultural capital, which limits attainment and progress within the classroom, eg. ability to draw on experience in writing opportunities.
Low attendance for PPG, including punctuality.

<b>4. Desired outcomes</b>	
<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
PPG attainment in-line with FFT 20 targets	PPG attainment is at least in line with targets as set through FFT 20
Increased attainment in Writing, including for Greater Depth judgements, as evidenced through Assessment Ladders	PPG pupils achieve higher attainment and progress scores than non PP counterparts
All pupils can confidently recall number facts when solving calculations and problems	Times Table Rock Stars shows all pupils access regardless of vulnerability
Increase opportunities for PP pupils to read engaging, quality texts, both in school and at home.	PP pupils show accelerated reading progress as evidenced by Accelerated Reader software. PP pupils engage with the targeted reading clubs and as a result
Reduction in the percentage of Persistent Absentees who are PPG.	End of 2020/21 PA who are in receipt of PPG to be lower than 11% (which was Summer 2019)

5. Planned expenditure					
Academic year	2020-21				
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?
To enable children to become more fluent with number facts resulting in increased confidence to solve problems and reason within maths.	Provide high quality teaching and learning in Maths through skilfully pitched teaching and learning opportunities, based upon accurate assessment of gaps, using the Mastery Approach to Maths.	<p>Maths results across the school continue to be lower than Reading and Writing, apart from within Year 5. This is despite the fact that progress is in line with Reading and Writing, apart from in the case of Year 2, where it is better. FFT indicates that attainment should be in line.</p> <p>Last year our Maths Lead became a MAST Specialist, which means that we are in a strong position to benefit from her knowledge and expertise to develop all our teachers to become expert in Maths teaching. In order to close the attainment and progress gap we need to continue to provide high quality CPD which focuses upon:</p> <ul style="list-style-type: none"> <li>-providing challenging opportunities for all pupils to access reasoning and problem solving, regardless of ability</li> <li>-developing variation as a means of developing understanding</li> </ul>	Increases in attainment, in line with FFT targets and progress data at each of the data collection points.	JP	Termly through Data Collection and PPMs
To enable children to write proficiently.	Use 'The Write Stuff', in the infants to develop writing attainment and accelerate progress	Since returning to school following the COVID closures, pupils are finding writing more challenging. They lack stamina, and find pulling together	Increase in attainment and progress as evidenced through termly data collections.	KGD	Termly through Data Collection and PPMs

	through a scaffolding approach which supports vocabulary development, spelling and grammar.	different elements into one piece difficult. The Write Stuff provides support for the teaching and learning of writing, with a particular focus on the mechanics, ie. Spelling and grammar. This gives young writers the confidence to create pieces of writing, whilst at the same time have a scaffold for the more technical aspects.	Evidenced through work in books, in line with the M and E schedule.		
To support children academically and socially as they move from EYFS in to Year 1 with a smooth transition.	Provide a more 'EYFS' style approach to the teaching and learning, where pupils access a range of activities, teacher led sessions and guided groups around a 'rainbow' across a week.	In previous years the children moving through into Year 1 have found this challenging and unsettling. This has resulted in lost learning time as they settle into new routines and expectations. We were concerned that the COVID closures would exacerbate this further, as children would be more reluctant to leave parents and be less independent in the classroom. This together with gaps in learning would limit attainment. A more 'EYFS' friendly environment would enable children to feel more comfortable and confident and put them in a stronger place to access teaching and learning.	Increase in attainment and progress as evidenced through termly data collections. Evidenced through work in books, in line with the M and E schedule.	KGD	Termly through Data Collection and PPMs
Children develop a love of reading for enjoyment and gaps in reading attainment are narrowed.	Use of Accelerated Reader as a tool to increase reading ages and comprehension skills.	As some of the less confident readers gain in confidence with regards their reading, there is a dip in attainment. This coupled with a lack of support in terms of being heard read at home contributes to a gap in reading attainment. Accelerated Reader has been used within Speenhamland with positive results.	EnCo monitoring participation and analysing attainment and progress through the use of the built in STAR Readers assessments and quizzes.	KGD	Termly within the assessment cycle
<b>Total budgeted cost</b>					<b>£57,500</b>

<b>ii. Targeted support</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>
Improved academic attainment and progress for PP children.	Introduction of 1:1 sessions with HT, including on-going informal contact with parents.	1:1 sessions with target children has had a positive impact previously, where it has provided an opportunity for the child to discuss their learning and progress. In the past we have planned to use wider SLT, however this has most impact when managed by HT. Parents will be contacted informally following these sessions.	Initial meeting/reading session to be followed up on a four week rolling programme, using meetings with pupils and books to cross reference. Feedback will be received at SLT meetings.	EP	Monthly (ongoing)
Pupil Behaviour is conducive to making accelerated progress.	Outreach support from PRU for individual pupils.	Since returning to school there are a small number of pupils across the infants who are displaying challenging behaviours. This is preventing them from making progress, and at times impacting upon the progress and attainment of others.	On-going assessments.	KO	Termly through Pastoral Report. Every 2 weeks through reduced timetable discussions.

Increase punctuality and attendance of PPG children, through fortnightly monitoring and attendance procedures.	Focused use of attendance monitoring for PPG, and appropriate action taken where necessary, eg. Phonecalls, target letters and appointments with EWO.	If pupils are late to school or not in school at all, then they miss valuable learning time. The provision of a Breakfast Club ensures that pupils are on site for the start of the school day.	Daily tracking is already in place and action is taken where necessary. EWO to establish user defined groups, which will allow for weekly tracking of trends.	KO	Termly during EWO review meeting
Accelerate the progress of Y6 children in Maths and ensure gaps are closed, to ensure that they reach at least	Third Space Maths Booster (online 1:1 tutoring)	There are 5 Year 6 children, who were ARE at the end of Year 2, but are at risk of not achieving ARE at the end of Year 6. This programme provides 1:1 bespoke tutoring to close gaps, for the Autumn and Spring Terms. During the school closure these pupils already started to access the intervention as Year 5s. During the Autumn Term (2019) the PP pupils accessing Third Space made 3.86ss progress, compared with 2.4ss for those not participating in the intervention.	Initial Diagnostic test, with weekly and termly progress reports.	KO	Termly: through PPM and Impact Reports
Accelerated progress in core Literacy and Numeracy skills, with a particular focus upon reading and spelling.	Interventions	There are a number of SEND pupils who need additional intervention to close gaps in learning. Targeted intervention will enable this to happen.	SENDCo monitoring of interventions, including LAL.	SB	SEND Learning Walk (Autumn Term)
<b>Total budgeted cost</b>					<b>£18,040</b>

<b>iii. Other individual approaches</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>
Pupils without IT access at home are able to access the online Homework,	Purchase laptop for one family.	Increasingly we are using IT to set home learning, particularly as we move towards the Upper Juniors. IT acts as a motivator for pupils. There is a family who does not have access to a device at home to complete their learning, and therefore are missing out on this opportunity.	Monitor homework completion.	EP	July 2020
Family with English as an Additional Language make accelerated progress in acquiring English.	Family Intervention on a Friday afternoon.	There are several children who are new to English and also in receipt of Pupil Premium. They would benefit from additional support to access and develop their English skill.	Monitor through intervention provision, and use of EAL Assessment Framework.	JP	July 2020
<b>Total budgeted cost</b>					<b>£1000</b>

**6. Review of expenditure** (mid-year review shown in blue, and was completed just prior to closure)

**Attainment**

See Page 1

**Progress to show gaps have closed.**

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
To enable children to become fluent and confident to solve problems and reason within maths.	Provide high quality teaching and learning in Maths through the Mastery Approach to Maths.	Increases in attainment and progress data at each of the data collection points.	Attainment is lower for PP pupils, compared to non PP, although progress of PP pupils is in line or better than that of non PP pupils. (See table on front page).	
Teachers provide timely interventions to prevent gaps in learning	Continue to provide weekly Intervention time for teachers, through additional teaching time by Sports Coach.	Through monitoring of attainment and progress data during the Pupil Progress Meetings and the PPG Tracker which is updated termly following data collections. This year teachers will be asked to capture who they work with in each of the sessions.	Teachers are still receiving this release time. Progress of individuals is captured on the whole school PP Tracker.	
Children develop a love of reading for enjoyment and gaps in reading attainment are narrowed.	Use of Accelerated Reader as a tool to increase reading ages and comprehension skills.	EnCo monitoring participation and analysing attainment and progress through the use of the built in STAR Readers assessments and quizzes.	Currently PP are not 'flagged' on the AR system, so comparison is difficult, however the STAR reader assessments are analysed and the reading interventions (HT Book Club and Frequent Readers) are planned based on this. End of term Spring Impact Report will further capture specific progress.	

**i. Targeted support**

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>

Improved academic attainment and progress for PP children.	Introduction of 1:1 sessions with member of SLT, including on-going informal contact with parents.	Initial meeting to be followed up on a four week rolling programme, using meetings with pupils and books to cross reference. Feedback will be received at SLT meetings.	Haven't adopted a formal system, however individual drop in's have been used by AHT, and have made a difference to individuals, eg. Year 6. In addition attendance reviews with NAT EWO have made a difference to individual children.	
PPG pupils have opportunities to access additional enrichment activities, both within and outside the school day.	Continue to offer a wide range of clubs, including lower impact. In addition actively seek opportunities for more inclusive competitions.	On-going attendance monitoring.	There are individual case studies which have shown where individuals are targeted the attendance improves.	
Increase punctuality and attendance of PPG children, through more focused monitoring.	More focused use of attendance monitoring for PPG, and appropriate action taken where necessary, eg. invitation to Breakfast Club, appointments with EWO.	Daily tracking is already in place and action is taken where necessary. EWO to establish user defined groups, which will allow for weekly tracking of trends.	PP attendance is still a concern, particularly the PA's. Procedures are being tightened this term, to ensure they are more robust and letters/meetings are dealt with in a more timely manner.	
<b>ii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
PPG children complete Homework in line with non PPG pupils, and therefore	Provision of Homework Club for targeted children	Monitor the attendance of pupils and support given whilst at the club to ensure that homework is completed and supports learning.	Moving forward there is a need to address non-completion of Homework within the Infants. Currently a core group of children are not doing it, and attainment and progress are impacted.	

access Golden Time clubs.				
Accelerate the progress of Y6 children in Maths and ensure gaps are closed, to ensure that they reach at least	Third Space Maths Booster (online 1:1 tutoring)	Initial Diagnostic test, with weekly and termly progress reports.	Three PP pupils are currently accessing the Third Space and as a result made an average of 3.86 ss improvement against 2.4 for non-Third Spacers. The three PP children made an improvement of 4.3. An additional 2 PP children will be joining the intervention from next week, for 10 sessions pre-SATs.	
Accelerated progress in core Literacy skills, with a particular focus upon reading and spelling.	Funding for LAL Placements	SENDCo monitoring of interventions, including LAL.	One LAL pupil (PP) has continued to make accelerated progress, however this is not enough to bring her in line with ARE.	

## 7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.