

The Together Federation of Schools Pupil Premium Strategy Statement 2020 - 2021

1. Summary information					
School	The Together Federation of Schools – Freethorpe Primary School				
Academic Year	2020-21	Total PP budget	£46,695*	Date of most recent PP Review	Feb 2020
Total number of pupils	161	Number of pupils eligible for PP	17	Date for next internal review of this strategy	Feb 2021

* Including £11,725 funding for LAC/Post LAC pupils

2. Current attainment		
Summer 2020	Pupils eligible for PP (your school)	All Pupils in our School
% of pupils gaining R,W,M at KS2		
% of pupils gaining R,W,M at KS1	No Results due to Covid -19	
% of pupils gaining GLD in EYFS		

3. Barriers to future attainment (for pupils eligible for PP including high ability)		
In-school barriers (issues to be addressed in school, such as poor literacy skills)		
A.	Pupils have a significant need for SEMH support due to lack of educational access throughout 2020 due to Covid-19	
B.	Pupils need a high level of engagement in the classroom to re-invigorate their desire for learning	
C.	Higher attaining pupils need greater challenge	
External barriers (issues which also require action outside school, such as low attendance rates)		
D.	Rural communities and access to enrichment activities Limited transport infrastructure Parental and pupil anxieties over returning to school full time after Covid-19 outbreak and lockdown	
4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved academic attainment for KS2 Pupil Premium pupils; continued support for KS1 pupils to ensure consistent progress	85% of Pupil Premium pupils make better or expected progress from their starting points. The difference is diminished between disadvantaged and advantaged pupils

B.	Support for Social, Emotional & Mental Health issues through weekly sessions – both class based as well as small group and individual	Weekly PATHS sessions throughout the school. Trained Thrive practitioner who will be using Thrive tools to support specific development of social, emotional and mental health for specific pupils.
C.	Pupils attendance improves to at or above 93%	100% of Pupil Premium pupils to reach 93% attendance or better across the school year

5. Planned expenditure

Academic year **2020 - 2021**

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?
Quality First Teaching is evident in all lessons	Targeted CPD sessions; Coaching and Mentoring by Senior Leaders; Established Monitoring, Evaluation and Review cycle	Internal Learning Walks, Book Scrutiny, Moderation and Lesson Observations To meet the individual needs of pupils through the Assess, Plan, Do and Review cycle – monitored by federation SENCO.	SLT monitoring schedule; lesson observations; Learning Walks; Governor monitoring Feedback and discussions in SLT meetings. Budgeted cost: £800 plus £1,875 SENDCo time plus £2,000 of SLT time	SLT	Termly within school Termly by Governors

<p>Individualised Learning/Differentiated planning/AfL is evident in all lessons</p>	<p>Gaps in pupils' learning identified through testing; Interventions implemented for those who need support TAs trained to deliver targeted sessions and further testing</p>	<p>To diminish the differences in attainment between advantaged and disadvantaged pupils in attainment, reading and spelling ages Evidence in books [work/book scrutiny] Observations and progress checks [Pupil Progress Meetings Teacher Assessment and PUMA & PIRA testing]</p>	<p>SLT monitoring; Pupil Progress Meetings Half Termly Data checks Reports to Governors Extended learning reviews</p> <p>Budgeted cost: £4,750</p>	<p>DHT</p>	<p>Termly within school Termly by Governors</p>
<p>Children have access to TA support to work on closing the gap, both in small groups and at 1:1 level</p> <p>Gaps in pupils learning identified, following long periods of time spent at home during lockdown</p>	<p>Additional TA support time allocated to allow children to be given 1:1 and small group support to develop their core subject abilities</p> <p>PUMA & PIRA testing across the school to identify gaps in learning to be targeted for intervention by TAs</p>	<p>Support across the school according to pupil needs. Targeted interventions by support staff to ensure that children's learning needs are met (above and beyond quality first teaching). Monitored by Federation SENCO.</p> <p>All pupils accessed distance learning at different levels. This needs to be addressed to bring pupils back on track in terms of catching up with lost learning</p>	<p>Pupil Progress Meetings will identify where pupils have gaps in knowledge. Interventions will continue, with greater focus on Assess, Plan, Do, Review cycle</p> <p>Standardised tests purchased and administered, analysed, and then targeted intervention groups set up to support pupils. SENDCo to lead setting up intervention groups</p> <p>Budgeted cost: £8,449, £2,647 & £1,500</p>	<p>SENDCo And Teaching Staff</p>	<p>Interventions starting after October half term</p> <p>Testing happens termly</p>
<p>Total budgeted cost</p>					<p>£22,021</p>

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?
Support for 100% of pupils with SEMH needs, including those undergoing assessment for EHCP. External agencies to be engaged to help with providing support for SEMH for all pupils.	Whole school PATHS approach. Thrive approach to offer targeted support. Parents to support pupils and their families with strategies to help. School to appoint and train a Mental Health Champion	A number of PP pupils have, amongst others, an SEMH need. The allocation of appropriate and personalised sessions are aimed at providing support for all of them with the view to use the strategies discussed to support the individual pupil to overcome barriers to learning thus promoting progress in their learning. DfE recommendation in order to support pupils on their return to school	A database of interventions kept for individuals and groups of pupils monitored by the Federation SENDCo. Discussion at Staff meetings and at SLT level. Updates from the practitioners who deliver the interventions Sessions recorded and strategies for pupil, families and staff identified. Budgeted cost: £5,000	SENDCo/ DHT	Monthly within school Termly by Governors
Reduction of Significant Incidents and Fixed Term Exclusions through the rewards system	Incremental rewards, activities and reward trips based on positive behaviour choices Lunchtime activities revised Review of Behaviour Policy	The need to improve certain behaviours linked to making positive choices Lunchtime choices need better structure to manage behaviour Continuing THRIVE practice across the schools	Monitoring through Zone Boards and Behaviour Logs on PA Pupils offered a range of activities to complement lunchtime activities Budgeted cost: £2,000	All teaching Staff MDSA Teams	Daily/Weekly within school Termly by Governors

Improve attendance for all pupils to be at or above the school expectation of 90%	Daily monitoring and phone contact with parents/carers. Reward system for regular attendance [Certificates & reward trips] Fast tracking and clear communication for pupils who need support	The need to improve attendance for all PP pupils to the at or above expected percentage (93%) in school	Weekly attendance checks; Half termly monitoring by EHT Regular weekly discussion at SLT meetings Budgeted cost: £1,000	Secretaries EHT	Weekly within school Termly by Governors
EP referral for pupils with SEMH needs who are undergoing assessment for EHCP	Employment of Educational Psychologist [EPSS] through Cluster	Professionals report needed for EHCP applications	Successful EHCP applications supported by an EP report Budgeted cost: £1,500	SENDCo	SEND Governor
Total budgeted cost					£9,500
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?
Pupils at the end of KS1 and KS2 will aim to reach the National Expected Outcomes	Class Teachers to use teacher assessment, Pupil Progress Meetings and PUMA and PIRA tests to monitor progress	For the majority of pupils PP or non-PP to reach the expected standard	English and Maths Leads oversee delivery and content. EHT monitors and quality assures work, as well as overseeing progress data Training for key subject leads Budgeted cost: £2,500	Subject Leaders	Monthly within school Termly by Governors
Total budgeted cost					£2,500
Total Committed					£34,021

6. Review of expenditure				
Previous Academic Year		2019 - 2020		
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
Quality First Teaching is evident in all lessons	Targeted CPD sessions; Coaching and Mentoring by Senior Leaders; Established Monitoring, Evaluation and Review cycle	QFT was developed during the first term; lessons observed showed that there was a clear approach developing across the school to deliver a good level of teaching. This was improving up to March, when the school was partially closed	This is still an important basis for all classroom practitioners and will continue, with support for the next year	£2,875
Individualised Learning/Differentiated planning/AfL is evident in all lessons	Inset sessions/CPD targeting individual pupils' needs for learning Extended learning sessions – reading, writing and spelling Inset, twilight and CPD sessions	The work of the SENDCo in initially identifying pupils needs and therefore support was successful in the first half of the year. However, this activity was much curtailed due to the Covid-19 Lockdown	This will definitely continue over the year as even greater intervention, differentiation and support for all pupils will be needed as they return to school on a full time basis	£4,750
Children have access to TA support to work on closing the gap, both in small groups and at 1:1 level	Additional TA support time allocated to allow children to be given 1:1 and small group support to develop their core subject abilities	Impact was minimal due to a range of training being necessary. Some of this was put in place and other staff completed courses online during lockdown.	This will continue with a more impactive schedule and more highly trained support staff	£11,096

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
Support for 100% of pupils with SEMH needs, including those undergoing assessment for EHCP. External agencies to be engaged to help with providing support for SEMH for all pupils.	Whole school PATHS approach. Thrive approach to offer targeted support. Parents to support pupils and their families with strategies to help.	PATHS was implemented in the Autumn term to support pupils emotional well-being. This will continue it's implementation until it is embedded as part of the daily routine at school	This was a successful addition to the SEMH curriculum which will be even more important as we move pupils back into school full time as a way of celebrating themselves and promoting positive relationships again.	£3,250
Reduction of Significant Incidents and Fixed Term Exclusions through the rewards system	Incremental rewards, activities and reward trips based on positive behaviour choices Lunchtime activities revised	This was successful for the vast majority of pupils. There was a significant reduction in fixed term exclusions.	Having discussed some issues with parents, we reviewed the policy and the school expectations and have relaunched these for September 2020 with even more clearer guidance as to how pupils can succeed.	£1,750
Improve attendance for all pupils to be at or above the school expectation of 90%	Daily monitoring and phone contact with parents/carers. Reward system for regular attendance [Certificates & reward trips] Fast tracking and clear communication for pupils who need support	As attendance monitoring was suspended during March for all pupils but those accessing school [Vulnerable/Key Worker – and later some Year groups] this was not able to be measured	It is hoped that this will continue in 2020 – 2021 and will at least match National expectations of 95%. There will be some catch-up for pupils to do to some still shielding/self-isolating. There has not been a jump to Home schooling, which would also have an impact	£1,000

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
Pupils at the end of KS1 and KS2 will aim to reach the National Expected Outcomes	Class Teachers to use teacher assessment, Pupil Progress Meetings and PUMA and PIRA tests to monitor progress	Tests were not taken due to Covid-19 and schools partially closing. Therefore this target will also stand for next year		£2,500
Total Spent to date				£27,221
Additional Funds Unallocated and rolled over				£8,939

7. Additional detail