

Pupil premium strategy

1. Summary information					
School	Cabot Primary School				
Academic Year	2020-21	Total PP budget	£138535 plus £11916 carry over	Date of most recent PP Review	Oct 2020
Total number of pupils	188	Number of pupils eligible for PP	101 as of 6/1/20	Date for next internal review of this strategy	Oct 2021

2. Current attainment - no SATS due to lockdown

3. Barriers to future attainment (for pupils eligible for PP)

Academic barriers *(issues to be addressed in school, such as poor oral language skills)*

A.	Oral language – Limited speech and language skills impacts on learning
B.	Social and emotional – pupils being in a secure place mentally and emotionally so they are ready to learn
C.	Gross and fine motor skills – children who have limited play opportunities arrive at school with underdeveloped social and physical skills

Additional barriers *(including issues which also require action outside school, such as low attendance rates)*

D.	Access to resources, such as books, libraries, mainstream British cultural experiences
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E.	Parental support for learning - Our parents are very committed to their children's education but some find it difficult to support learning at home as a result of their low levels of English fluency, their own limited experience of education, and their limited understanding of the UK curriculum and educational system.
F.	Overcrowded housing – the report by Shelter (2005) and NatCen (2013) both highlight that overcrowded or poor housing led to “higher rates of ill health, both physical and mental, and declining life chances and educational attainment.”
G.	Access to remote learning. Access to appropriate technology, literacy, computer literacy and financial implications all make it hard for many families to access and support their children with remote learning during lockdown or isolation

4. Intended outcomes (<i>specific outcomes and how they will be measured</i>)		Success criteria
A.	Percentage of pupil premium children ARE increases in reading writing and maths, difference between PP and NPP is further diminished/maintained (as required)	Data shows differences are diminishing and percentage at ARE increased.
B.	Pupils' can access learning because their physiological, safety, belongingness and esteem needs are met.	Targeted children make progress in their learning. Children able to focus on learning with decreasing adult support.
C.	Children make significant improvements in fine and gross motor skills in EYFS	Progress in physical development in EYFS profile
D.	Children gain a wider experience of the world through extra-curricular activities.	Pupils attend events/visit places/meet visitors they would not usually be exposed to.

5. Review of expenditure

Previous Academic Year

i. Quality of teaching for all

Action	Intended outcome	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
Word Aware CPD for teaching staff	Improving the pupils' vocabulary will enable them to access, and gain a deeper understanding of, a wider range of text types.	Staff lead delivered training during INSET to staff. Training was received very positively and a greater use of Word Aware strategies has been seen in class teaching (through observations) and in displays.	We will continue with this approach. At an appropriate time we will revisit the finer details of the approach to ensure it is being delivered to its fullest extent (revisiting was put on hold due to lockdown).	
Dedicated time for teachers to plan and review 'closing the gap' actions	Percentage of pupil premium children ARE increases in reading writing and maths	Initial 'closing the gap' plans were made but a mid point and final review were not possible due to lockdown	The new pupil premium lead will consider how to continue with this approach in the current circumstances	

<p>Take part in the Boolean Maths mastery approach – training teachers</p>	<p>Improvement in maths teaching and learning, improving outcomes long term</p>	<p>In February teaching staff received an INSET day on mastery teaching in mathematics. Teachers set themselves targets (which were put in hold due to lockdown). In July teaching staff received additional training. Teachers are now using a range of mastery approaches to adapt White Rose resources in line with the maths hub guidance. The maths lead worked closely (and successfully) with the year 1 teacher</p>	<p>We will continue with this approach, recognising that it will take time to have an impact. The maths lead (and Boolean trainer in training) will continue to work with the Year 1 teacher and also the Year 2 teacher this year. Development for teaching staff will focus on closely analysing example lessons.</p>	<p>£4312</p>
<p>Pupil premium children survey. Pupil premium surgeries - PP lead to support teachers to understand the data on their PP children and support them in reflecting on what is working and what can be improved and how.</p>	<p>Maintaining staff awareness of PP pupils and their individual needs will support their ability to choose strategies and approaches to improve outcomes</p>	<p>Pupil premium profiles were shared with teaching staff. Interrupted due to Covid Pupil premium survey results discussed further with children. They came up with very insightful comments. These were shared with staff by email but it was not possible to discuss them as the allocated staff meeting did not happen due to lockdown.</p>	<p>The new pupil premium lead will consider whether to continue with this approach. It may be put on hold due to the additional workload created by Covid 19</p>	<p>£4,976</p>
<p>Frequent teaching and consolidation of fine and gross motor activities in Reception</p>	<p>Significant improvement in gross and fine motor skills of Reception children.</p>	<p>Activities and approaches were working successfully.</p>	<p>We will continue with this approach. The Year 1 teacher has established continuous provision in Y1 to provide a developmentally appropriate approach for the children, particularly because they were not able to complete the EYFS. She has worked closely with the EYFS lead to ensure that fine motor activities that were working successfully in Rec are continued into Y1.</p>	

ii. Targeted support

Action	Intended outcome	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
ECAR – whole school approach and targeted interventions	Percentage of pupil premium children at ARE increases. PP pupils' attainment continues to outperform/match that of NPP	<p>In Y6, term 4 data showed that PP pupils outperformed PP pupils' in reading.</p> <p>Assessment data from children who were in receipt of ECAR interventions shows they were effective in supporting the children to make good and often accelerated progress.</p> <p>The five minute box trial was working effectively but was interrupted by lockdown too soon to see clear results.</p>	<p>We will continue to use the whole school ECAR approach. Reading Recovery will restart in September. The RR teacher will be used to cover PPA so will have limited time to deliver additional interventions. Additional class teacher capacity in term 1 to support the 'recovery curriculum', will focus on 1-1 reading, phonics and fluency.</p> <p>The five minute box intervention will be used by and LSA to support individuals in one class bubble with SEN.</p>	£49471
Booster teacher used to have two smaller Year 6 classes	Percentage of pupil premium children ARE increases in reading writing and maths, difference between PP and NPP is further diminished/maintained	The smaller classes worked effectively to support the pupils to focus on learning. Term 4 data showed that the number of PP pupils was greater than non PP pupils in reading, writing and maths.	Due to the needs of pupils across the school following lockdown. The booster teacher will be used to support the 'recovery curriculum', supporting particular classes/groups with raising attainment through targeted teaching.	£23188

iii. Other approaches

Action	Intended outcome	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
Children gain a wider experience of the world through extra-curricular activities and educational visits.	Expectations that every class will do one 'WOW' day and one education visit for every topic. Additional experiences will be arranged.	A 'WOW' day happened for every topic and classes went on some topic-related trips. Our partnership with National Friendly resulted in a plans for an exciting project with Bristol Hippodrome which is currently on hold due to Covid 19.	We will continue with extra-curricular activities and visits as soon as we are able to. In the meantime, as we work on anti-racism and developing our curriculum, we will focus on improving representation in lessons, resources and displays.	£2,200
School librarian	All children are supported to access reading for pleasure and are taught the fundamentals of how to use a library and its resources.	New librarian appointed during the year who has worked hard to find ways to get children access to books during lockdown, including developing a 'pop up' library and classroom deliveries of book boxes for bubbles as the library was used as a bubble classroom temporarily.	We will continue with this approach. Librarian will seek ways to use google classroom to keep a dialogue with KS2 children as only one class will be able to visit the library per term.	£7733
Learning mentor	B Support children to access learning through supporting emotional needs.	Supporting individual pupil's with emotional needs has had a positive impact on individual children at risk of disengagement with learning. The 'Cabot Cabin' nurture group was interrupted due to lockdown but was showing initial positive signs of supporting children to regulate their emotions and increase engagement with learning	We will continue with this approach. The Cabin will be used to support targeted children from one class bubble who are at risk of disengagement with learning.	£32820

6. Planned expenditure Academic year 2020-21

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Training for staff in KS2 Fluency intervention	Following delivery of this training, teachers will be able to implement the intervention, or chosen elements of it, effectively within their own KS2 classrooms.	<p>Impact and outcomes from the 8-week project</p> <p>On average, in just 8 weeks, pupils have made 2 years and 3 months progress in reading comprehension age*.</p> <p>*as measured by the YARC assessment tool. (Hfl research project)</p> <p>This project has been trialled by RR and booster teacher in Y2 and Y6 and found to work effectively in our school so we are now going to roll out elements of it into classrooms.</p>	Planning scrutinies, lesson observations	GD	Test analysis, end of Year 2 and 6, KS2 termly reading progress tests

<p>Assess and track all pupils in phonics. Purchase and implement new resources so that; there is consistency across the school, with easily deliverable resources to support children who need extra practice, decodable books are used as part of children's reading diet</p>	<p>Raise attainment in phonics</p>	<p>There is very extensive evidence to support the use of a systematic phonics programme with pupils in Key Stage 1. (EEF IMPROVING LITERACY IN KEY STAGE 1)</p>	<p>Staff meeting CPD, lesson observations</p>	<p>GD</p>	<p>Tracking data, Phonics screening check</p>
<p>Take part in the Boolean Maths mastery approach – training teachers</p>	<p>Improvement in maths teaching and learning, improving outcomes long term</p>	<p>EEF evidence shows that 'on average, pupils in schools adopting Mathematics Mastery made more progress than similar pupils in schools that did not adopt the programme. The small positive effect can be estimated as equivalent to approximately one month's additional progress'. The mastery approach is in line with the recommendations in the EEF guidance report for Improving maths at KS2.</p>	<p>Maths lead training to become a Boolean trainer. Planning scrutinies, lesson observations. Learning walks, pupil voice</p>	<p>AT</p>	<p>Ongoing</p>
<p>Frequent teaching and consolidation of fine and gross motor activities in Reception</p>	<p>Significant improvement in gross and fine motor skills of Reception children.</p>	<p>In order that children eventually acquire a legible, fluent and fast handwriting style, they need to develop skills including: good gross and fine motor control (DfE 2009). There is often a gender gap in this area which if unaddressed could be a factor in perpetuating the gender gap in writing.</p>	<p>Lesson observations, planning monitoring</p>	<p>SC</p>	<p>Pupil progress meetings</p>

Total budgeted cost

£58562

ii. Targeted support

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
ECAR – whole school approach and targeted interventions	Percentage of pupil premium children at ARE increases. PP pupils' attainment continues to outperform/match that of NPP	Ordinary teaching ('no treatment') does not enable children with literacy difficulties to catch up... Although good classroom teaching is the bedrock of effective practice, most research suggests that children falling behind their peers need more help than the classroom normally provides. This help requires coordinated effort and training (Greg Brookes 2016)	Lesson observations. Tracking data Developmental CPD	GD	At SLT meetings 3x a year
Extra teacher to support targeted year group/children in 'recovery curriculum'	Targeted groups enabled to make progress in learning following the disruption of lockdown	Sutton Trust found that, 'The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds'. Smaller class sizes mean disadvantaged pupils can access more of teachers' time with tightly focused direct teaching.	Lesson observations. Planning and book scrutiny. Pupil progress meetings.	TB	Pupil Progress meetings 3 x a year

Additional (familiar) class teachers in Term 1 to support the transition back to school following lockdown	Ensure all children have a successful return to full time schooling and are well supported to re-engage with learning	Returning to school after lockdown requires us to be ready for unknown challenges. Additional support from experienced teachers who the children already have positive relationships will support us to meet the unknown challenges.	Verbal feedback, book scrutiny, behaviour feedback	GH	SLT End of term 1
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Total budgeted cost					£39440
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iii. Other approaches

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Learning mentor role, including establishing a 'nurture group' in the Cabin	Support children to access learning through supporting emotional needs.	EEF: On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school and attainment itself (four months' additional progress on average)	Supervision, progress of pupils emotionally and academically	NR (SENCO)	At regular intervals to be decided by the SENCO review.
School librarian role	All children are supported to access reading for pleasure and are taught the fundamentals of how to use a library and its resources (remotely where necessary)	Reading enjoyment has been reported as more important for children's educational success than their family's socio-economic status (OECD, 2002) from DfE Research evidence on Reading for Pleasure May 2012 Great school libraries research report 2019			

Total budgeted cost					£40533
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