



Pupil Premium Strategy Statement 2020-21

REVIEW- July 2021

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(A) School overview:

Metric	Data
School name	Little Melton Primary School
Pupils in school	117
Proportion of disadvantaged pupils	15.4%
Pupil premium allocation this academic year	£22,520
Academic year or years covered by statement	2020-21
Publish date	October 2020
Review date	July 21
Statement authorised by	Alex Pritchard
Pupil premium lead	Alex Pritchard
Governor lead	Catherine Lovatt

(B) Barriers to future attainment:

In-school barriers (issues to be addressed in school, such as poor oral language skills)	
A.	There is a high coincidence of SEND and PP children across the school (58%). This means that individualised SEND approaches are needed to accelerate progress for many of these children.
B.	The annual pupil voice survey of PP children indicates a range of different personal 'barriers' perceived 'in-school'.
External barriers (issues which also require action outside school, such as low attendance rates)	
C.	Numbers of children receiving PP are relatively low, and their home contexts vary widely. There is a need for an individual approach for each child.
D.	Children not able to access, due to financial circumstances, the opportunities provided for other pupils
E.	Some PP children have poor vocabulary and lack general knowledge and this can impede their progress in both reading and writing.
F.	Some PP children receive significantly less support at home with homework.

(C) Performance Data 2018-21

Disadvantaged Pupil Progress scores for 2018-20:

- **KS2 2019-20 (FFT assessment) (2 children, 1 disapplied)**

Measure	Score
Reading	-1.2
Writing	+2.1
Maths	+4.1

- **KS2 2018-19 (2 children)**

Measure	Score
Reading	+1.5
Writing	+6.5
Maths	+5.8

- **KS1 2019-20 (FFT assessment) (3 children)**

Measure	% Expected (FFT measure)
Reading	+15%
Writing	+20%
Maths	+17%

- **KS1 2018-19 (FFT assessment) (1 child)**

Measure	% Expected (FFT measure)
Reading	-12%
Writing	-7%
Maths	+86%

Disadvantaged Pupil Attainment Overview for 2018-20:

KS2 2019-20 (2 children, including 1 SEND disappled)

	% Expected +
Reading	100
Writing	0
Maths	100

2018-19 (2 children including 1 SEND)

	% Expected +
Reading	50
Writing	50
Maths	100

2019-20 (3 children 1 SEND)

	% Expected +
Reading	67
Writing	67
Maths	33

2018-19 (1 child SEND)

	% Expected +
Reading	0
Writing	0
Maths	100

Targets for disadvantaged pupils 2020-21

End of Key Stage 2

- Year 6 (3 pupils 67% SEND)

Measure	R	W	M
Meeting expected standard+ at KS2	100	67	67

End of Key Stage 1

- Year 2 (2 pupils 50% SEND)

Measure	R	W	M
Meeting expected standard+ at KS2	50	50	50

Whole School

- All Disadvantaged Pupils (18 pupils 33% SEND)

Measure	R	W	M
Meeting expected standard+	72	67	72

UPDATE: Performance of Disadvantaged Pupils 2020-21

Disruption to Assessment Cycles (School & External)

Due to the impact of the pandemic, there were no external assessments at the end of any key stage, therefore it was not possible to provide an analysis of them.

The disruption to the school meant that we also did not follow our usual more formally assessment and testing cycle at the end of each term, because. At the end of the autumn term, in December we had significant numbers away and also a bubble closure and staff absence and the spring term was mainly spent in lockdown and it did not feel appropriate or useful to immediately hold our cyclical assessment week when children returned. Instead, teachers used more informal and flexible assessments (- including extent of engagement during home learning and mental wellbeing questionnaire) , to identify which children might be most valuably offered extra support.

In the summer term, children in Year 6 were then however given the opportunity to take a practice SATs paper, partly to give them a sense of a more normal Year 6, and demonstrate what they could do. These results were also used and submitted to Fisher Family Trust for analysis (see below). Children in other year groups also completed an assessment week in early July, in order to restart our usual system and set a point for future progress to then be evaluated against at the end of each term as we hopefully return to a more normal school experience.

- **End of Key Stage 2: (Year 6: 3 pupils 67% SEND)**

PP children outperformed rest of cohort on FFT data on progress made across the Key Stage. This could be a reflection of additional support received.

All three were 'lower attainers' at the end of Key Stage 1.

		Attainment					Progress		
Pupils		Average Scaled Score (Re, Ma) Change					Average Scaled Score (Re, Ma) Change		
		FSM 6	Not FSM 6	FSM6	Not FSM6	Gap	FSM6	Not FSM6	Gap
Summary	All Pupils	3	12	101.5	110.7	-9.2	10	3.1	+6.9
Gender	Male	2	4	103.8	110.3	-6.5	10.4	3.5	+6.9
	Female	1	8	97	110.9	-13.9	9.2	2.9	+6.3
FFT Prior Attainment	Higher attainers	-	3	-	115.3	-	-	4	-
	Middle attainers	-	9	-	109.2	-	-	2.8	-
	Lower attainers	3	-	101.5	-	-	10	-	-
SEN Group	SEN Support	2	-	99.5	-	-	10.5	-	-
	No SEN	1	12	105.5	110.7	-5.2	9.1	3.1	6
Ethnic Group	White	3	11	101.5	111	-9.5	10	3.5	6.5
	Not White	-	1	-	108	-	-	-0.9	-

(D) Strategy aims for disadvantaged pupils 2020-21

Measure:	Activity:
<p><u>Priority 1</u> Early Reading</p>	<p><u>Aim:</u> Increase the rate of progress in reading across Early Years and Key Stage One for disadvantaged children</p> <p><u>Rationale:</u> These measures will disproportionately benefit disadvantaged children where they do not have as much support at home with reading. They also dovetail with aspects of the school development plan ie lowest 20% of readers. It is also clear that developing early reading skills is a key area for closing gaps on entry to school.</p> <p><u>Evidence:</u> EEF Small group tuition (+4 months) EEF Phonics (+4 months)</p> <p><u>Actions:</u> Purchase of large quantity of new fully decodable reading books and storage and shelving. Reorganisation of books into fully independent and supported readers and additional support for parents with reading with children. Training of lower Key Stage 2 teachers in phonics, and reorganisation of phonics teaching across school including speed of progression and daily morning booster groups. Disadvantaged children will be a priority for booster groups and where needed individual parents will be helped to support more confidently with home reading.</p> <p><u>Projected spending:</u> £3,000</p> <p><u>OUTCOMES:</u> Considerable progress made. Stock of fully decodable books has been greatly increased, and hub organised in same structure. Additional booster sessions held with struggling readers. Parent information sessions run- focussed on families sometimes offering less support with home reading. Foundation set for further development with purchase of Little Wandle Phonics SSP for 2021-22 and ongoing focus on children who need most support- see 20% lowest readers audit in each class.</p>
<p><u>Priority 2</u> Investment in Quality First Teaching</p>	<p><u>Aim:</u> Further improve pedagogy- additional focus on knowledge retention, working memory, cognitive load theory- ongoing opportunities for teachers to collaborate with peers and colleagues in other schools to develop practice</p> <p><u>Rationale:</u> Evidence from EEF suggests that disadvantaged children disproportionately benefit from quality first teaching because</p>

	<p>they do not always have the benefit of home support to tackle any gaps from school.</p> <p>Actions:</p> <p>Teachers to participate in cluster networks on a termly basis in each of the core subjects. These are collaborative and have a focus on sharing best practice, resources and discussing latest developments. Teachers also to participate in termly LA network meetings in Maths, English and Early Years. School development focus on knowledge retention and memory- staff training time and resources during year dovetailing with school development plan work on curriculum development. Investment in Sherrington 'Walkthru' PD resources for staff meetings and inset time.</p> <p>Projected spending:</p> <p>CPD for staff- QfT & resources (£1000) LA network and Cluster meetings for English and maths (£1000) EYFS network meetings (£500)</p> <p>OUTCOMES:</p> <p>Teachers given release time to attend cluster and network meetings as detailed above and this has continued to have a positive impact on teacher skills. Whole school time has also been given to further development of knowledge retrieval strategies through purchase of Walkthru training package. This resulted in an updated teaching and learning policy being written. Teaching Assistants have engaged in a research project on vocabulary acquisition, and this term has seen a focus on applications of models of vocabulary gain eg Leitner, and how these could be adapted in different age groups.</p>
<p>Priority 3 Digital learning</p>	<p>Aim:</p> <p>Further improve e-resources and access to digital learning for disadvantaged children during current pandemic</p> <p>Rationale:</p> <p>The pandemic has highlighted the importance of online and home learning. All disadvantaged children were given a chromebook during the lockdown, and we will further invest in these for future use. Children here do have a good foundation in online learning with well embedded Google Drive which benefitted them during lockdown. We also want to continue to build on our remote learning resources and subscriptions so that prepared for future closures.</p> <p>Actions:</p> <p>Purchase 20 new chromebooks prioritised for use by disadvantaged children if working from home.</p> <p>Staff to research and add any further subject specific online subscriptions where needed eg Language Angels and</p>

	<p>Vocabulary Ninjas to supplement existing (extensive) resources</p> <p>Projected spending: Chromebooks £6,000 (over year) (part coded to PP) Additional Charging Trolley £500 Budget for further online subscriptions £500</p> <p>OUTCOMES: Above actions followed, although reduced spend on Chromebooks as received new ones through DfE scheme. Some additional platforms were purchased eg MyON (reading), Charanga (Music) as well as additional training time given to use of Loom and Padlet.</p>
<p>Priority 4 Speech and Language Support</p>	<p>Aim: To provide high quality and sustainable early intervention for children in early years and KS1 with speech and language difficulties</p> <p>Rationale: Poor speech and language is an obvious barrier to learning across the curriculum, as well as creating social difficulties. EEF Oral Language Intervention (+4 months)</p> <p>Actions: Purchase of Communicate S&L support Additional Full time TA in EYFS with S&L training to provide frequent 1:1 and small group support – led by Communicate oversight Ongoing staff CPD for oral language intervention including with EHCC training. Student outreach placement (through Communicate)- Autumn Term- to further develop bespoke resources for children and parents</p> <p>Projected spending: £2,000</p> <p>OUTCOMES: Continued investment in Communicate S&L support resulted in an increasing sustainable provision with upskilled TA and T support with targets set by the specialist in half-termly visits. These visits were further increased using CV19 Catch-Up Money. Three children (2PP) were signed off NHS lists as a result of school support last year- despite receiving minimal support from NHS services in this time.</p>

Ongoing Strategic Investments:

Measure	Activity
<p><u>Area 1</u> Homework club</p>	<p><u>Rationale:</u> Some PP children receive significantly less support at home with homework and being supported in regular reading, educational visits and oracy.</p> <p><u>Evidence:</u> EEF Homework (+2 months) EEF Parental Engagement (+3 months)</p> <p><u>Projected spending:</u> £500</p> <p><u>OUTCOMES:</u> Homework club did not happen last year due to CV19 restrictions and a vulnerable staff member. Has been restarted this term. Instead, HT used list of PP children and during home learning period (Jan-Mar) offered additional 1:1 support via Zoom (sometimes daily basis) for children finding it difficult to access work at home. Other teachers also had enhanced focus and sometimes bespoke offers for selected PP children (ie where they were not attending school)</p>
<p><u>Area 2</u> Small group support (disadvantaged children prioritised) Pupil Premium Mentor Family Matters wellbeing support</p>	<p><u>Rationale:</u> We want to provide extra support to maintain and encourage rapid progress. Small group interventions with highly qualified staff have been shown to be effective. There are regular additional phonics sessions on a needs basis throughout the year and reading and maths boosters flexibly organised daily. This will include some support for reading comprehension strategies. The PP Mentor focuses on 1:1 time with PP children in older classes, helping with study skills, promoting good attitudes, and over-teaching any gaps</p> <p><u>Evidence:</u> EEF Small group tuition (+4 months) EEF Phonics (+4 months)</p> <p><u>Projected Spending:</u> Y6 Boosters TA £8,000 (Half coded to PP) Phonics £1,500</p>

	<p>PP mentor given weekly protected time to oversee children and check homework progress and reading records (Accelerated Reader) £1,500 Family Matters £1,000</p> <p>OUTCOMES: Small group work continued within each 'bubble' with particular focus on PP children. PP mentor was restricted to Eagle Owls bubble only, but will broaden focus this term as new PP audit is complete. Family Matters service switched to remote for periods of last year, but points were retained and they are now directly supporting a PP child this term.</p>
<p><u>Area 3</u> Enrichment Visits/Cultural Capital</p>	<p><u>Rationale</u> Some PP children in our school have very limited opportunities to visit places outside of their immediate environment and may lack good quality adult talk and modelling. The aim of this approach is simply to provide a stimulating context for talk and broadening of horizons. This will also include involvement in sports teams.</p> <p>Evidence: EEF Sports Participation (+4 months) EEF Outdoor learning (+3 months) EEF Oral language interventions (+6 months) (incl Cultural visits)</p> <p>Projected Spending: £1,500</p> <p>OUTCOMES: Visits were heavily restricted last year until summer term but extra ones were then organised with a total of 8 visits being organised across the 4 classes in June and July. Catch Up and Sports Premium money was also separately used to bring in additional lunchtime sports coaches and an external specialist coach to offer more sport and PE in the summer term to make up for potentially less active lifestyles due to Jan-Mar lockdown and closure also of junior sports clubs outside of school. This remains a whole school focus in 2021-22 with each class returning to 2hours sport a week, and opportunities for utilising the Norwich School Sports Partnership events again.</p>
<p>Total Spend:</p>	<p>Projected: £22,000 See 2021-22 Pupil Premium Plan for updated position.</p>

Monitoring:

Governor: Catherine Lovatt



