

# Aughton St Michael's CE School Pupil Premium Strategy Statement 2020/2021

1. Summary information					
<b>School</b>	Aughton St Michael's CE School				
<b>Academic Year</b>	2020/2021	<b>Total PP budget</b>	£29,865	<b>Date of most recent PP Review</b>	July 2020
<b>Total number of pupils</b>	194	<b>Number of pupils eligible for PP</b>	12	<b>Date for next internal review of this strategy</b>	July 2021

Attainment of disadvantaged children at the end of KS2 in 2019/2020 compared to pupils not eligible for PP funding. (Data based on predictions made in Feb 2020)		
	<i>Pupils eligible for PP KS2 of ch in KS2)</i>	<i>Pupils not eligible for PP KS2</i>
<b>% expected standard in reading</b>	100%	100%
<b>% expected standard in writing</b>	75%	100%
<b>% expected standard in maths</b>	75%	100%

2. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> <i>(issues to be addressed in school, such as poor oral language skills)</i>	
<b>A.</b>	Bridging Gaps from COVID Pandemic 2020
<b>B.</b>	Progress – Ensure that the progress of our Pupil Premium is in line with their peers.
<b>C.</b>	Personal, social and emotional development – develop self-confidence, self-belief and improve well—being.
<b>External barriers</b> <i>(issues which also require action outside school, such as low attendance rates)</i>	
<b>D</b>	Attendance- To maintain a high expectation for attendance
<b>E</b>	Equipment – To ensure all children have the equipment necessary to learn.

3. Desired outcomes		
	<i>Desired outcomes</i>	<i>Success criteria</i>
<b>A.</b>	To ensure that gaps from academic year 2019/2020 doesn't inhibit progress in line with their peers.	PP children make progress in line with their peers
<b>B.</b>	Accelerate the progress of PP children so that identified children achieve Higher standard at the end of KS2.	Ensure targeted PP children are on track to achieve HS at the end of KS2.
<b>C.</b>	Develop the self-esteem, confidence and independence of PP children.	PP children are more confident, resilient and engage well with their learning.

#### 4. 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.

#### 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?
<p><b>A. To ensure that gaps from academic year 2019/2020 doesn't inhibit progress in line with their peers.</b></p>	<p>Staff to identify objectives not covered for all curriculum areas.</p> <p>Curriculum Lead to collate this information and create a handbook for staff to use to ensure gaps are plugged and make suggestions on how this could be achieved.</p> <p>Timetable at the start of the academic year will allow for those units/objectives that won't naturally reoccur to be caught up.</p>	<p>School recognises that the COVID pandemic has had an impact on the education for this academic year. Identifying what the children have missed and how we can catch up on this is vital for progress and attainment.</p>	<p>Recovery Curriculum Handbook Subject leaders' conversations about their monitoring throughout the year. Walk throughs</p>	<p>FC CC</p>	<p>Termly</p>
<p><b>B. Accelerate the progress of PP children so that identified children achieve Higher Standard at the end of KS2</b></p>	<p>Quality teaching first- additional qualified teacher for Maths and English daily in Year 4 and Year 6.</p> <p>Increased Teacher led intervention support within KS2.</p> <p>To continue to embed reasoning skills in maths to challenge their thinking.</p> <p>To continue to ensure vocabulary is explicitly taught and challenging texts are used to develop comprehension skills.</p>	<p>Historically, our data shows that our children are good at calculation but to achieve the higher standard, a secure knowledge of reasoning is needed.</p> <p>Children show a good range of vocabulary but don't always use this in appropriate context within their written work.</p> <p>Intervention has always been a main strategy to raise attainment, but we would like to raise the impact this has on progress.</p>	<p>Observations Book Scrutiny Data</p>	<p>ES CC FC</p>	<p>Termly</p>

<p><b>c. Develop the self-esteem, confidence and independence of PP children.</b></p>	<p>Growth Mindset to be taught discretely and then embedded throughout the curriculum. Individual needs will be met.</p> <p>Autumn term return to be focussed on wellbeing and the curriculum to incorporate many practical, fun based activities. (3 weeks)</p> <p>Forest School sessions for all children on return</p> <p>Mini Wheelers (Reception)</p> <p>12 Week Yoga programme (whole school)</p> <p>CPOMs to be monitored.</p> <p>Teacher personal comments on school reports to be monitored.</p>	<p>Wellbeing will continue to be of great importance as children return from a prolonged period away from school. We fully appreciate that this has been a very difficult time for children and that anxiety is likely to be high.</p> <p>Some of our PP children do not have the same opportunities as non PP children and therefore we want to provide a range of enrichment opportunities.</p> <p>Qualitative data shows that most of our PP children would benefit from developing their resilience, confidence and self-esteem.</p>	<p>Pupil interviews Feedback from parents Attendance Data Data CPOMS</p>	<p>FC ES</p>	<p>Termly</p>
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**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?
<p><b>A. To ensure that gaps from academic year 2019/2020 doesn't inhibit progress in line with their peers.</b></p>	<p>During Autumn Term, teachers ascertain where the children are and what specific intervention is needed to support their needs.</p> <p>Timetabled intervention programme to be created for Maths, Writing and Reading.</p> <p>Intervention books for Maths, Writing and Reading (with progress logs stuck into the front and completed by class teacher) to monitor progress and impact of intervention.</p> <p>Tailored support (ie IDL, Nesy, Reading, Sensory)</p>	<p>The majority of PP require extra support to meet the expected Year Group Expectations. The current data we have for them cannot be seen as reliable under the circumstances therefore teachers needed to ascertain where they are and then implement targeted support.</p> <p>PP lead has continued to adapt current practise to create a more robust system to evaluate the impact of intervention. Tracking the progress of these would be beneficial rather than looking just at overall termly attainment.</p>	<p>Book Scrutiny Intervention logs Data</p>	<p>ES</p>	

<b>B. Accelerate the progress of PP children so that identified children achieve Higher Standard at the end of KS2</b>	<p>Focused teacher planned and where possible teacher led intervention to accelerate progress of PP children in reading and maths.</p> <p>Intervention books for Maths, Writing and Reading (with progress logs stuck into the front and completed by class teacher)</p>	<p>Targeting PP children had a positive impact on our data with 25% on track for GDS in Reading and 50% on track for GDS in Maths. Focussed teacher intervention, for example through Maths club really helped to impact on progress. Data based on practice papers sat in Feb 2019 &amp; knowledge of children.</p>	<p>Book Scrutiny Data</p>	<p>ES CC/HW FC</p>	
<b>c. Develop the self- esteem, confidence and independence of PP children.</b>	<p>Where necessary key workers will be allocated to PP children to meet specific needs.</p> <p>Targeted wellbeing intervention</p> <p>Working alongside parents to communicate feelings including with pupil premium children</p> <p>PP lead to meet with PP children and work on wellbeing.</p>	<p>CPOMS, children's case studies and teacher knowledge has highlighted that some pupil premium children have social and emotional needs, which impacts on their learning. Developing this is also key to raising progress and attainment.</p> <p>Qualitative data shows that most of our PP children would benefit from developing their resilience, confidence and self-esteem. Targeted children will receive extra nurture support.</p>	<p>Pupil interviews Feedback from parents Attendance Data Data CPOMS</p>	<p>ES Class teacher</p>	
<b>Total budgeted cost</b>					£22,404
<b>Other 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>
<b>c. To develop the self-esteem, confidence and interdependence of PP children.</b>	<p>PP children to have enrichment trips funded where necessary.</p>	<p>To ensure that PP ch have the same learning opportunities as their peers</p>	<p>Pupil interviews Feedback from parents CPOMS</p>	<p>SG ES FC</p>	<p>Summer Term</p>
<b>d. Attendance- To maintain a high expectation for attendance</b>	<p>To set high expectations for attendance</p>	<p>To ensure that all PP children return to school in September and have a high attendance level in line with Government Guidance</p>	<p>Attendance data</p>	<p>ES</p>	<p>Termly</p>
<b>E. Equipment – To ensure PP children can fully access the curriculum, through provision of resources.</b>	<p>To ensure Pupil premium are given the equipment needed to complete their work both at home and in school.</p>	<p>During COVID pandemic, learning online. We are aware that some pupils were restricted to what they could access. We need to ensure they either have access to the remote learning or a hard copy of the work if they have no access to the internet. This will particularly be the case with homework, where school have moved to online provision for home learning.</p>	<p>Questionnaire for parents Purchasing of equipment/ Photocopying of work</p>	<p>ES/CC Class teacher</p>	<p>Autumn Term</p>
<b>Total budgeted cost</b>					£3000