

# Pupil Premium Strategy Statement 2020-2021

1. Summary information					
<b>School</b>	KIRKDALE SAINT LAWRENCE CE VA PRIMARY SCHOOL				
<b>Academic Year</b>	2020/21	<b>Total PP budget</b>	£137,250	<b>Additional Expenditure from school budget</b>	£56,750
<b>Total number of pupils</b>	223	<b>Number of pupils eligible for PP</b>	53%	<b>Date for next internal review of this strategy</b>	January 2021

2. Attainment 2019/2020	
	All Pupils
% achieving in reading, writing and maths	COVID 19 LOCKDOWN AS RESULT OF PANDEMIC DATA NOT AVAILABLE
% making expected standard in reading	
% making expected standard in writing	
% making expected standard in maths	

3. Current Progress 2019/2020	
	All Pupils
% making expected/expected+ progress in reading, writing and maths	COVID 19 LOCKDOWN AS RESULT OF PANDEMIC DATA NOT AVAILABLE
% making expected/expected+ progress in reading	
% making expected/expected+ progress in writing	
% making expected/expected+ progress in maths	

4. KS1 Progress	
	All Pupils
% making expected/expected+ progress in reading, writing and maths	COVID 19 LOCKDOWN AS RESULT OF PANDEMIC DATA NOT AVAILABLE
% making expected/expected+ progress in reading	
% making expected/expected+ progress in writing	
% making expected/expected+ progress in maths	

1. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>		
A.	ATTAINMENT ON ENTRY TO SCHOOL IS LOW FOR PUPILS. ORAL LANGUAGE SKILLS IN EARLY YEARS ARE LOWER. THIS SLOWS READING PROGRESS IN SUBSEQUENT YEARS.	
B.	LOCKDOWN: LOW LEVELS OF PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT WHICH IMPOACTS ON LEARNING.	
C.	LOCKDOWN: IMPACT ON LEARNING AND ACQUISITION OF KNOWLEDGE AND TECHNICAL VOCABULARY RESULTING IN LOWER COMMUNICATION SKILLS	
D.	LOCKDOWN: LOW STARTING POINTS, ACCLERATED PROGRESS TARGETS ESPECIALLY IN PHONICS AND READING	
E.	LOCKDOWN: BASIC SKILLS IN READING, WRITING AND MATHEMATICS ACROSS KSI AND KS2	
F.	LOCKDOWN: IMPACT ON SOCIAL SKILLS AND DEVELOPING BEHAVIOUR [REGULATION OF EMOTIONAL RESPONSES]	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
G.	LCOKDOWN: PARENTS AND CARERS RESPONSE TO NATIONAL LOCKDOWNS AND CONTROL MEASURES LEADS TO ANXIETY AND POOR ATTENDANCE OF PUPILS	
H.	DOMESTIC ISSUES IN THE HOME IMPACT AND INCREASE ON FAMILIES	
I.	DEPRIVATION: HIGH LEVELS IMPACT ON PUPIL WELL-BEING AND BEING READY TO LEARN	
J.	HOME LEARNING: DIFFICULT TO ENGAGE WITH LEARNING DESPITE SUPPLY OF IT EQUIPMENT [engagement with home learning poor]	
2. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	IMPROVE COMMUNICATION SKILLS AND ORAL LANGUAGE SKILLS, INCLUDING THE PRIME LEARNING GOALS AT END OF EYFS	PUPILS ELIGIBLE FOR PP IN EYFS (AND KSI) MAKE RAPID PROGRESS MEETING GLD/PRIME LEARNING GOALS
B.	PUPILS ELIGIBLE FOR PP HAVE ACCESS TO FOCUSED TEACHING OPPORTUNITIES / PROGRAMMES TO ENSURE EMOTIONAL WELL-BEING AND SUPPORTING PREPARATION TO LEARN. THE READINESS TO LEARN IMPROVES ALONG WITH RESILIENCE THROUGH REALTIONSHIPS WITH ALL STAFF ACROSS THE SCHOOL AND ALL PUPILS	PUPILS PP IDENTIFIED AND SUPPORTED THROUGH A ACCESS TO RESOURCERS AND TARGET SUPPORT PROGRAMMES TO IMPROVE PERFORMANCE ACROSS THE CURRICULUM.

<b>C.</b>	IMPROVED OUTCOMES FOR ALL PUPILS IN ALL PHASES (S&L, R, W AND M)	EVIDENCE IN PUPIL'S WORK AND LESSONS. PUPIL PROGRESS ASSESSMENTS BY TEACHER ACROSS THE CURRICULUM.
<b>D.</b>	OUTCOMES FOR KSI PUPILS IMPROVED (PUPILS IN THIS PHASE HAVE MISSED KEY DEVELOPMENT LEARNING IN SCHOOL)	EVIDENCE IN PUPIL'S WORK AND LESSONS MAKING GOOD PROGRESS IN R, W AND M.
<b>E.</b>	BASIC SKILLS IMPROVED TO ALLOW ACCESS TO LEARNING ACROSS FULL NATIONAL CURRICULUM.	PUPILS ENGAGE WITH LEARNING ACROSS THE WHOLE CURRICULUM.
<b>F.</b>	RELATIONSHIPS AND BEHAVIOUR LEARNING IS DEVELOPED AND KEY TO IMPROVED LEARNING.	EVIDENCE OF CALM AND HAPPY LEARNING CLASSROOMS WITH PUPILS RESPONDING TO CLEAR AND CONSISTENT BEHAVIOUR MESSAGES REGARDING REGULATION OF EMOTIONS (ALL STAFF INVOLVED)
<b>G.</b>	ATTENDANCE INITIATIVES TO IMPACT ON IMPROVED ATTENDANCE AND PERSISTENT ABSENCE RATES.	PARENTAL ENGAGEMENT WITH ATTENDANCE INITIATIVES IMPROVES AND EVIDENCE FOUND IN CASE STUDIES
<b>H.</b>	VULNERABLE FAMILIES ARE SUPPORTED AND ACCESS TO OTHER HELP AGENCIES AND SERVICES MADE. FUNDING FOR HARDSHIP ADDRESSED.	PUPILS AND FAMILIES SUPPORTED, FULL CURRICULUM LEARNING IS EXPERIENCED, AND PROGRESS MADE FOR ALL PP PUPILS.
<b>I.</b>	PUPILS ELIBLE FOR PP FROM CHALLENGING HOMES RECEIVE ACCESS TO SUPPORT AND RESOURCES NEEDED TO ALLOW ACCESS TO LEARNING IN SCHOOL OR AT HOME.	ACCESS TO ALL CURRICULUM OPPORTUNITIES/ACTIVITIES FOR PP PUPILS. BARRIERS TO LEARNING ADDRESSED.
<b>J.</b>	HOME LEARNING OPPORTUNITIES IMPROVED AND PARENTAL SKILLS SUPPORTED TO ENCOURAGE EFFECTIVE ENGAGEMENT.	PP SUPPORT TO ENGAGE IN LEARNING ACTIVITIES ACROSS THE CURRICULUM. THEY SHOW INCREASED POSITIVE ATTITUDES TO LEARNING.

### 3. Planned expenditure

#### Academic year

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	Cost
TO CONTINUE FOCUS ON PRIME LEARNING GOALS TO ENSURE LEARNING AND SCHOOL READINESS. INCREASE THE NUMBER OF CHILDREN ACHIEVING GLD. (A)	ADULTS IN EYFS DEVELOP QUALITY LANGUAGE AND QUESTIONING.  HIGH QUALITY LANGUAGE USED FOR LEARNING.  COMMUNICATION CLEAR.  READING HIGHLIGHTED AS KEY IN EYFS.  IDENTIFY EARLY (INPUT FROM INCLUSION LEAD) COMMUNICATION NEEDS.	BASELINE DATA SHOWS PUPILS ENTER LOWER THAN AGE RELATED EXPECTATIONS.  IMPROVE THE QUALITY OF OPPORTUNITY FOR MATHS AND ENGLISH LEARNING.  ALL STAFF MODEL HIGH QUALITY LANGUAGE AND INCREASE THE AMOUNT OF VOCABULARY USED WITH THE CHILDREN.  SEMH NEEDS INCREASING ON ENTRY TO EYFS WHICH IMPACTS ON LEARNING FOR ALL AND BEHAVIOUR (REQUIRING SUPPORT 1-1)	HALF TERM MONITORING OF PROGRESS  DAILY, WEEKLY ASSESSMENTS OF STAFF  REFERRALS TOP INCLUSION LEAD TO OUTSIDE SUPPORT AGENCIES VIA CONSORTIA/ NETWORK	FM  LH  NI  SH  EP EC	£38,220

ACTIVITIES AND ACCESS FOR PUPIL TO LEARNING WHICH ADDRESSES EMOTIONAL WELL-BEING AND CONFIDENCE IN LEARNING. (B)	PHSE CURRICULUM JIGSAW SEMH PROGRAMMES AND ROAR RESOURCES	LOWER SELF-CONFIDENCE IMPACTS ON LEARNING AND HAS DELAYED EMOTIONAL DEVELOPMENT FOR MANY PUPILS. IMPACTING ON LOWER OUTCOMES ACADEMICALLY.	HALF TERMLY AND TERMLY PUPIL PROGRESS MEETINGS	EP EC JP	£12,320
IMPROVED OUTCOMES IN S&L, R, W AND M FOR ALL PUPILS ACROSS ALL PHASES (C)	I-I SUPPORT AND INTERVENTION WITH PRECISION TEACHING. INTERVENTIONS FOR PP PUPILS OTHER VULNERABLE PUPILS TRAINING IN HOUSE ON PROGRAMMES AND CURRICULUM OPPORTUNITIES	PANDEMIC HAS RESULTED IN PUPILS ACHIEVING LOWER OUTCOMES IN KEY AREAS.	PRECISION TEACHING INTERVENTION PROGRAMMES, GROUPS, INDIVIDUAL AND RESOURCES  HALF TERMLY AND TERMLY PUPIL PROGRESS MEETINGS	TEACHERS SUPPORT STAFF  JP EP EC FM KJ JF	£72,460
IMPROVED AND ACCELERATED PROGRESS IN R, W AND M KSI (D)	INTERVENTION – INDIVIDUAL AND SMALL GROUPS IN HOUSE STAFF MEETINGS TO REVISIT SPELLING, PUNCTUATION, WRITING SKILLS – AND PHONICS QUALITY FIRST TEACHING.	PANDEMIC HAS RESULTED IN PUPILS ACHIEVING LOWER OUTCOMES IN KEY AREAS.  INTERVENTIONS ON TARGET IMPROVE PROGRESS	PRECISION TEACHING INTERVENTION PROGRAMMES, GROUPS, INDIVIDUAL AND RESOURCES  HALF TERMLY AND TERMLY PUPIL PROGRESS MEETINGS	TEACHERS SUPPORT STAFF JP EP EC FM KJ JF	£31, 340
ENSURE BASIC SKILLS AND ENGAGE LEARNING ACROSS WHOLE CURRICULUM (E) DEVELOP SOCIAL SKILLS AND RELATIONSHIPS TO ENHANCE STRATEGIES FOR MANAGING BEHAVIOURS (F)	TEACHING OF BASIC SKILLS HIGHLIGHTED IN REGULAR CLASS LEARNING PLANS HOME LEARNING TASKS GOOGLE CLASSROOM ACTIVITIES TO SUPPORT BASIC SKILLS PHSE ACTIVITIES SEEDLINGS AND OTHER THERAPY	LOCKDOWN HAS RESULTED IN PUPILS DISPLAYING LOWER BASIC SKILLS THAN EXPECTED. THIS WILL RESULT IN BARRIERS TO ACCESSING THE REST OF THE CURRICULUM FOR SOME PUPILS. BEHAVIOUR FOR LEARNING HAS BEEN IMPACTED AS A RESULT OF LOCKDOWN AND HOME LEARNING, NEED TO FOCUS AND WORK ON DEVELOPING THESE BEHAVIOURS TO ENABLE LEARNING TO DEVELOP AND PROGRESS.	PROGRAMMES, GROUPS, INDIVIDUAL AND RESOURCES  HALF TERMLY AND TERMLY PUPIL PROGRESS MEETINGS	TEACHERS SUPPORT STAFF  JP EC EP	£36,345

PROMOTE ATTENDANCE AND PUNCTUALITY – INCREASE THIS FOR PP PUPILS. (G) VULNERABLE FAMILIES ARE SUPPORTED WITH ACCESS TO AGENCIES AND SUPPORT. (H) ACCESS TO RESOURCES TO GET CHILDREN READY FOR SCHOOL. (I)	ATTENDANCE INITIATIVES REVIEWED SYSTEM RESPONSES AND ENGAGEMENT WITH PARENTS USE OF EWO  SUPPORT AND SIGNPOSTING TO OTHER SERVICES RESOURCES AND HARDSHIP FUNDING ACCESS (UNIFORM, CLOTHES, FOOD)	LOCKDOWNS ONGOING: REDUCED ATTENDANCE DUE TO PARENTAL ANXIETY. ATTENDANCE PROTOCOLS IN SCHOOL ENCOURAGE POSITIVE EXPERIENCE AND ENGAGEMENT IN ATTENDANCE. SCHOOL ATTENDANCE OFFICER WORKS TO ENGAGE FAMILIES IN GOOD RELATIONS TO ATTEND. RANGE OF SKILLS AND ACTIVITIES TO IMPROVE ATTITUDES TO LIFELONG LEARNING. BARRIERS TO WELL-BEING REMOVED WITH ACCESS/SIGNPOSTING TO SUPPORT (INCLUDING BREAKFAST CLUB)	MONITORING OF ATTENDANCE DATA DHT TO LEAD WHOLE SCHOOL ATTENDANCE PROJECT ATT OFFICER AND EWO TO TARGET PA FAMILIES. ALL SENIOR STAFF TO ENSURE FAMILIES ARE AWARE OF SUPPORT AVAILABLE AND TARGET KEY FAMILIES	JP SA JF  SMT	£13,315
<b>Total budgeted cost</b>					

#### 4. Additional detail

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

- SCHOOL IS IN AN AREA OF HIGH DEPRIVATION WITH MORE THAN HALF THE SCHOOL POPULATION CLASSED AS DISADVANTAGED
- EAL PUPILS HAVE INCREASED RECENTLY
- STEEP RISE IN COMMUNICATION NEEDS ESPECIALLY IN THE YOUNGEST CHILDREN ENTERING SCHOOL
- SEND PUPILS HAVE RISEN (PP PUPILS)
- PP SENIOR STAFF MEMBER (SMT)
- REFERENCES TO SAFEGUARDING: CHILDHOOD ADVERSE EXPERIENCES [ACES]