

1. Summary information					
School	St. Margaret's Collier Street CoE Primary School				
Academic Year	2020-21	Total PP budget	7725	Date of most recent PP Review	Oct.20
Total number of pupils	123	Number of pupils eligible for PP (please note 2 extra pupils added Summer 2020)	8	Date for next internal review of this strategy	Oct.21

2. Current attainment		
	<i>Pupils eligible for PP (our school – pupils from YR to Yr. 6 leavers)</i>	<i>Pupils not eligible for PP (national average – this is a comparison recommended by Kent)</i>
% achieving expected standard or above in reading, writing & maths	N/a (no end of year data)	63%
% making expected progress in reading (as measured in the school & SATs)	88%	63%
% making expected progress in writing (as measured in the school & SATs)	100%	67%
% making expected progress in maths (as measured in the school & SATs)	100%	73%
3. Barriers to future attainment (for pupils eligible for PP)		
Academic barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>		
A.	Gaps in understanding and application of Maths and English skills, particularly for pupils with both Pupil Premium Funding and SEN	
B.	Aiming high; high expectations for pupils with PP funding	
C.	Pupils being ready and focussed to learn in school	
Additional barriers <i>(including issues which also require action outside school, such as low attendance rates)</i>		
D.	Consistent punctuality.	

4. Intended outcomes (specific outcomes and how they will be measured)		Success criteria
A.	<p>Gaps are identified and targeted teaching/interventions teach to gaps.</p> <p>For pupils with SEN, recommended strategies identified and used (including bespoke curriculum).</p> <p>(Measured with Pupil Progress Meetings, provision maps and monitoring progress)</p>	<p>Formative assessment will show gaps being addressed (see provision maps). Pupils will make, or exceed, expected progress, including those with SEN and PP funding.</p> <p>Advice sought from external agencies to identify best strategies to use in class and interventions (private professionals to be used to reduce waiting times).</p>
B.	<p>Children with PP funding to continue accessing exceeding booster groups and higher ability differentiation.</p> <p>(Measured with Pupil Progress Meetings, provision maps and monitoring progress)</p>	<p>Pupils will make, or exceed, expected progress.</p>
C.	<p>Pupils settled and ready to access learning.</p> <p>(Measured with Pupil Progress Meetings)</p>	<p>Pupils can access learning; interventions required to ensure pupils are ready to learn is reduced (e.g. behaviour charts or mentoring)</p>
D.	<p>Punctuality is maintained.</p> <p>(Measured with attendance figures and breakfast club register)</p>	<p>Pupils to have a low number of late sessions.</p> <p>Note: historically for our school attendance of pupils with PP funding is higher than nationally (see annual PP funding report July 2018).</p>

5. Review of expenditure				
Previous Academic Year		2019 – 20		
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
Encourage a balance of setting and mixed ability groups in class.	Children experience a mixture of setting in ability groups (to support higher attaining pupils) and mixed ability groupings (to support low and mid-range attaining pupils).	<p>PRMeetings show that all classes use a mixture of setting in ability groups and mixed ability groups.</p> <p>Progress for pupils across the school is appropriate.</p> <p>Progress for pupils with PP is above, national average for Non PP (see Table 2)</p>	Continue to discuss as part of QFT in Progress Review Meetings.	£0

<p>Developing children's vocabulary, especially through reading.</p>	<p>Children show a greater understanding in guided reading/comprehension and to begin to transfer wider vocabulary in writing.</p>	<p>Progress for pupils across the school is appropriate.</p> <p>Progress for pupils with PP is above, national average for Non PP (see Table 2).</p> <p>In class impact (QFT)</p> <ul style="list-style-type: none"> • Reading wide range of books; discussing what words mean, what other words mean the same? • Variety of lesson specific vocabulary and more challenging vocabulary displayed and word mats, which the children refer to (e.g. colours such as rouge/aqua rather than red/green) • Class story – being read most days • Key words on display; encouraging use of these, especially in reasoning in maths. • Discussing vocabulary in guided reading, T4W strategy – never heard of it/ got some idea/ I know what this means. <p>Impact – Ch using the words which have been focussed upon.</p>	<p>Continue to use successful strategies in class.</p>	<p>£600</p>
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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
Daily breakfast club	Punctuality is improved; children are ready to learn.	Punctuality improved over previous year and this has been maintained.	Continue to offer.	£600.00
1 : 1 tutoring and bespoke curriculum	Pupils with PP funding to make (or exceed) expected progress (see individualised provision plan)	<p>1 pupil with 1:1 tuition has:</p> <ul style="list-style-type: none"> • Made progress in all areas and accelerated progress in Maths: <ul style="list-style-type: none"> ○ Reading +3 steps ○ Writing +4 steps ○ Maths +6 steps • Strategies suggested by external professionals remain in place. 	<p>1:1 tuition to continue – focussing on visual perception skills and consolidating memory skills.</p> <p>Also small focus group daily for maths.</p>	£583.80

		<p>1 pupil with High Needs Funding has:</p> <ul style="list-style-type: none"> • Met targets set within personalised plan. • Made at least expected progress from September to March 20. (+4 steps is expected) <ul style="list-style-type: none"> ○ Reading +6 steps ○ Writing +4 steps ○ Maths +7 steps 	High Needs Funding 1:1 provision to continue (under supervision of SENCO and STLS)	<p>£12,382.30</p> <p>(HNF application 07/19)</p>
Intervention groups to be setup for classes as required; to boost children to expected and greater depth.	Pupils with PP funding to make (or exceed) expected progress.	<p>Progress for pupils across the school is appropriate.</p> <p>Progress for pupils with PP is above, national average for Non PP (see Table 2).</p>	Continue to use and monitor with PRM and Provision Maps. Also see SEN Summary for impact of interventions.	£5992.20
Children to be ready to learn by implementing strategies as appropriate (e.g. behaviour charts and mentoring)	Strategies to support children to be ready to learn reduced over time	<p>Variety of charts used over the year, with some positive impact</p> <p>Mentoring showed good impact; behaviour and social skills improved; paediatrician commented on good support the school was providing with this.</p>	<p>Continue to use mentoring whilst change of year group.</p> <p>Continue to use charts if needed.</p>	£384.00
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
Pupils will take part in visits; e.g. Venture week, swimming lessons	For pupils to access a range of social/cultural/sporting experiences, visits and activities	<p>Pupils took part in all visits, including visit to nuclear power station, Young Voices 2020 and swimming lessons.</p> <p>Pupils won awards for sporting achievement; within and outside of school.</p> <p>All pupils in Year 5 can now swim beyond the national curriculum expectation of 25m (67% pupils achieved 100m, 40% achieved 400m and 6% achieved 800m).</p>	Continue to fund this approach.	£630.00

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? (see links to documents in 'Additional Detail')	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Continue to encourage a balance of setting and mixed ability groups in class. On return to school, all staff to be reminded of findings from EEF of the key QFT strategies which have been shown to have good impact (e.g. Feedback).	Children experience a mixture of setting in ability groups (to support higher attaining pupils) and mixed ability groupings (to support low and mid-range attaining pupils).	EEF Setting or Streaming: The EEF found that on average, pupils experiencing setting or streaming make slightly less progress than pupils taught in mixed attainment classes. The evidence suggests that setting and streaming has a very small negative impact for low and mid-range attaining learners, and a very small positive impact for higher attaining pupils.	Review at each Pupil Progress Review meeting, as well as through observations.	EF	Termly
Total budgeted cost					£0

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?
Daily breakfast club	Punctuality is good; children are ready to learn.	EEF Magic Breakfast Club: The EEF found that the breakfast clubs that offer a free and nutritious meal before school can boost reading, writing and maths results by the equivalent of 2 months progress per year.	Attendance and punctuality monitored	EF & PR	Termly
1:1 provision (tuition and bespoke curriculum) National Tutoring Programme (NTP) to be used as appropriate (see link)	Pupils with PP funding to make (or exceed) expected progress (see individualised provision plans)	EEF One-to-One Tuition: EEF states that one to one tuition can be effective, delivering approximately five additional months' progress on average. School to follow STS advice with HNF Provision.	STS termly visits Progress Review meetings and observations	EF & CT	Termly
Intervention groups (To be setup for classes as required; boosting children to expected and greater depth.) TA to be employed to support 'Catch Up'.	Pupils with PP funding to continue to make (or exceed) expected progress.	See above and: Evidence based interventions used; evidence from research (external) or from termly reviews of provision maps (internal).	Progress Review meetings and observations	EF	Termly

Children to be ready to learn by implementing strategies as appropriate (e.g. behaviour charts and mentoring)	Strategies to support children to be ready to learn reduced over time	Strategies recommended by STS, EEF and within school behaviour policy. EEF Mentoring: The EEF states that some studies have found positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour.	See above	EF & CT	Termly
Total budgeted cost					£6000
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?
Pupils will take part in visits; e.g. Venture week, swimming lessons	For pupils to continue to access a range of social/cultural/sporting experiences, visits and activities.	EEF Sports Participation: The EEF states that participating in sports and physical activity is likely to have wider health and social benefits.	Reviewing access to trips	PR	Annually
Total budgeted cost					£630

7. Additional detail

The Pupil Premium Awards

<https://www.pupilpremiumawards.co.uk/>

EEF Making Best Use of Teaching Assistants:

<https://educationendowmentfoundation.org.uk/tools/guidance-reports/making-best-use-of-teaching-assistants/>

EEF Setting or Streaming

<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/setting-or-streaming/>

EEF Magic Breakfast Club

<https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast/>

EEF One-to-One Tuition

<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/one-to-one-tuition/>

EEF Mentoring

<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/mentoring/>

EEF Sports Participation

<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/sports-participation/>

EEF National Tutoring Programme

<https://educationendowmentfoundation.org.uk/covid-19-resources/national-tutoring-programme/>

Guide to acronyms:

PP: Pupil Premium

SEN: Special Educational Need

QFT: Quality First Teaching

SIP: School Improvement Plan

CPD: Continued Professional Development

STS: Specialist Teaching Service

CT: Class Teacher

TA: Teaching Assistant

NHF: High Needs Funding

MTP: Medium Term Plan

T4W: Talk for Writing

NTP: National Tutoring Programme