

Pupil Premium Strategy Review 2020-21



Snettisham Primary School



Pupil premium strategy statement – Snettisham Primary School

School Overview

Metric	Data
School name	Snettisham Primary School
Pupils in school	94
Proportion of disadvantaged pupils	28/94 (30%)
Pupil premium allocation this academic year	£45,970
Academic year or years covered by statement	2020-21
Publish date	01 September 2020
Review date	01 September 2021
Statement authorised by	Louise Jackson
Pupil premium lead	Louise Jackson
Governor lead	Andy Gee

Disadvantaged pupil progress scores for last academic year (2019)

Measure	Score
Reading	-1.6
Writing	-0.8
Maths	-0.8

Disadvantaged pupil performance overview for last academic year (2019)

Measure	Score
EYFS GLD	100%
Phonics Screening Check Y1	20%
Meeting expected standard at KS1 (RWM)	40%
Achieving high standard at KS1 (RWM)	0%
Meeting expected standard at KS2 (RWM)	25%
Achieving high standard at KS2 (RWM)	0%

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	Knowledge gaps are filled so that progress is maximised; disadvantaged progress/attainment is in line with non-disadvantaged pupils following a significant period at home due

	to Coronavirus
Priority 2	Promote attendance above national and nurture health of disadvantaged pupils, including SEN aiming to increase effective learning to catch up with non-disadvantaged pupils.
Barriers to learning these priorities address	<ul style="list-style-type: none"> • Attendance at school and engagement in learning since the pandemic compared to non-disadvantaged pupils has been lower, resulting in less time learning • Ensuring staff use accelerated learning time (10 minutes at the start of lessons) to address knowledge gaps • Ensuring that focussed support (in class) targets disadvantaged pupils so they meet the expected standard • Ensure staff use evidence-based whole-class teaching interventions (EEF/PiXL)
Projected spending	£8,470

Teaching priorities for current academic year 2020-21

Aim	Target	Target date
Progress in Reading KS2	Achieve KS2 national average progress scores in KS2 Reading (0)	July 2021
Combined attainment in KS1 (RWM)	Achieve KS1 national average EXS/GDS	July 2021
Combined attainment in KS2 (RWM)	Achieve KS2 national average EXS/GDS	July 2021
Phonics	Improve outcomes. Achieve national average attainment scores %	July 2021
Other	Improve the attendance of disadvantaged pupils in line with national average (95%)	July 2021

Measure	Activity
Priority 1	All relevant staff (including new staff and trainees) have received training and adequate support in order to deliver Talk for Writing, Talk for Reading and Read Write Inc phonics/spelling effectively to deliver quality first lessons.
Priority 2	Identify target pupils and contact families/agencies. Liaise with attendance team, school staff and families to ensure pupils attend school in line with national averages precovid. Organise appropriate intervention (fast track, tutorial sessions, informal plans, pastoral support papers) for those where attendance is not enough to help children catch up with non-disadvantaged <92%.

Barriers to learning these priorities address	<ul style="list-style-type: none"> • Ensuring staff use evidence-based whole-class teaching interventions to ensure progress 'catch-up' is maximised (NELI/RWInc/Powerful Words) • Ensuring ALL staff have access to relevant training and support • Attendance and engagement from families for some disadvantaged pupils
Projected spending	£13,500

Targeted academic support for current academic year 2020-21

Measure	Activity
Priority 1	Embed the use of Accelerated Reader across all year groups to increase reading for pleasure
Priority 2	Lego therapy used to develop confidence, expression and good mental health support for targeted pupils so they are ready to learn in classroom
Barriers to learning these priorities address	Pupils having limited access and encouragement to develop wider reading habits appropriate to age Some pupils demonstrate lack of resilience and confidence at school and in lessons
Projected spending	£12,500

Wider strategies for current academic year 2020-21

Measure	Activity
Priority 1	Embed curriculum enrichment for disadvantaged pupils to ensure they can access cultural opportunities in line with non-disadvantaged pupils
Priority 2	Increase effective parental engagement in learning through remote sources beyond FB (class dojo for contact and home learning, twitter, new websites)
Barriers to learning these priorities address	<ul style="list-style-type: none"> • Engaging some families and pupils in regular learning opportunities was difficult during lock down and school may need to dig deep to support access to the technology in order to support pupils • Ensuring adequate equipment/training/support
Projected spending	£11,500

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring consistency for every class in delivery of quality first teaching to teach and fill gaps in knowledge	Weekly supportive coaching from peers and leaders to influence teaching delivery and impact on pupil attainment-particularly focussing on vulnerable
Targeted Academic Support	Teachers and agencies joining together to ensure there is clear impact for vulnerable pupils who miss lessons or whose parents do not engage with learning	Informal meetings and Pastoral Support Plans to be used to specify what support is in place for pupils missing lessons Attendance team involved with some individuals
Wider strategies	Identifying reasons why some families do not engage with home learning or remote learning	Use of some funds to support access to technology Teachers and leaders increasing confidence to use remote resources to reach families

Review of 2020-2021 aims and outcomes

Aim	Outcome
Progress in Reading KS2 - Achieve KS2 national average progress scores in KS2 Reading (0)	4/7 (57%) pupils maintained progress KS1-KS2 Continued target moving forward for 2021-22
Combined attainment in KS1 (RWM) - Achieve KS1 national average EXS/GDS	RWM combined attainment KS1: 5/9 (56%) EXS 0/9 (0%) GDS An upward trend from 40% EXS in 2019 Continued target moving forward for 2021-22
Combined attainment in KS2 (RWM) - Achieve KS2 national average EXS/GDS	RWM combined attainment KS2 0/7 (0%) EXS and GDS Down on 25% EXS in 2019 Continued target moving forward for 2021-22
Phonics - Improve outcomes. Achieve national average attainment scores %	Phonics attainment Y1 5/7 (71%) A significant rise in performance from 20% in 2019 and demonstrates the impact of RWInc phonics, NELI and knowledge-rich curriculum Continued target moving forward for 2021-22 to meet national average aim Embed RWInc phonics
Other - Improve the attendance of	Disadvantaged attendance is 93.47% for

disadvantaged pupils in line with national average (95%)	2020-21 and is just below the national average of 95%. Continued target moving forward for 2021-22
Priority 1: All relevant staff (including new staff and trainees) have received training and adequate support in order to deliver Talk for Writing, Talk for Reading and Read Write Inc phonics/spelling effectively to deliver quality first lessons	<p>Maths Mastery training has been delivered to staff during CPD sessions</p> <p>1:1 support from maths leads provided where necessary, e.g. ECT/Trainees/New staff members</p> <p>Trust English Lead has supported subject leaders and individuals</p> <p>Talk 4 Writing and Talk 4 Reading planning booklets have been produced to enhance teaching and learning and reduce workload. A plan for RWInc Phonics is in place for September 2021 for new staff, as well as providing for continuation into KS2</p>
<p>Priority 2: Identify target pupils and contact families/agencies. Liaise with attendance team, school staff and families to ensure pupils attend school in line with national averages pre-COVID</p> <p>Organise appropriate intervention (fast track, tutorial sessions, informal plans, pastoral support papers) for those where attendance is not enough to help children catch up with non-disadvantaged <92%</p>	<p>Attendance is monitored routinely and informal and Early Intervention meetings held where necessary</p> <p>Whole school attendance 2020-21 was 95.89%. Disadvantaged attendance 93.47% is below that of non-disadvantaged pupils 97.66% for the whole year. Work to continue in 2021-22 to narrow the gap and achieve this aim</p>

Strategy aims for disadvantaged pupils	Outcome
<p>Priority 1: Knowledge gaps are filled so that progress is maximised; disadvantaged progress/attainment is in line with non-disadvantaged pupils following a significant period at home due to Coronavirus</p>	<p>PiXL palettes used to identify gaps – Autumn 2020</p> <p>PiXL Therapies used to address gaps quickly</p> <p>NTP used successfully to target disadvantaged pupils and fill gaps in reading. 100% Y2, Y3 and Y4 disadvantaged pupils engaging in NTP made expected progress from their autumn baseline, with 25% of Y2. 100% of Y3 and 75% of Y4 pupils making better than expected progress.</p> <p>Attainment - 100% of Y3 pupils reached the expected standard, with 50% in Y2 and 25% in Y4. Barriers included remote engagement in groups. Consider 1:1 for specific pupils to improve engagement in 2021-22.</p>
<p>Priority 2: Promote attendance above national and nurture health of disadvantaged pupils, including SEN aiming to increase effective learning to catch up with non-disadvantaged pupils</p>	<p>Whole school attendance 2020/21 - 95.89%. Disadvantaged attendance 93.47% is below that of non-disadvantaged pupils 97.66% for the whole year. Work to continue in 2021-22 to narrow the gap and achieve this aim</p>

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Targeted Academic Support	Outcome
Priority 1: Embed the use of Accelerated Reader across all year groups to increase reading for pleasure	Accelerated Reader CPD delivered to all staff Further work to do to make full use of its systems to track progress most effectively MYON utilised in school and at home – pupils could access eBooks and teachers able to monitor engagement/comprehension
Priority 2: Lego therapy used to develop confidence, expression and good mental health support for targeted pupils so they are ready to learn in classroom	Pupil voice and learning walks demonstrate that Lego therapy has helped to improve learning behaviours, self-regulation and engagement in class

Wider Strategies	Outcome
<p>Priority 1: Embed curriculum enrichment for disadvantaged pupils to ensure they can access cultural opportunities in line with non-disadvantaged pupils</p>	<p>Enrichment Map updated to take account of the pandemic – including remote experiences and virtual tours</p> <p>Visits to Wild Ken Hill</p> <p>Author visit – Karl Nova</p> <p>Music Lessons</p> <p>BT Internet Legends</p> <p>Crucial Crew</p> <p>Edufit sports instructor</p> <p>Fundraising, e.g. Christmas Jumper Day, Children in Need, Red Nose Day, Nelson’s Journey - organised by a pupil in Y3</p> <p>Lamb visit/Caterpillar to butterfly experience (EYFS)</p> <p>Engagement with the Barbican Box Project</p> <p>Extra-curricular clubs reinstated in the summer term 2021 Gardening/Art/Music and Movement/Maths Booster</p> <p>Bedtime Stories</p> <p>World Book Day</p> <p>Extreme Reading Challenge</p> <p>National Reading Competition</p>
<p>Priority 2: Increase effective parental engagement in learning through remote sources beyond FB (class dojo for contact and home learning, twitter, new websites)</p>	<p>New website launched</p> <p>Class Dojo used to engage families in home learning</p> <p>Regular phone calls home during lockdown</p> <p>Technology provided where needed</p> <p>Remote parental workshops held to support</p>

	with reading, home learning and wellbeing (spring 2021) Twitter, Newsletters and Homework Challenges, parent's evenings, end of year reports
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