

# Pupil premium strategy statement

1. Summary information				
<b>School:</b>	Tilstock CE Primary School		<b>Academic Year:</b>	2020-21
<b>Total PP budget:</b>	£24,210	<b>Total number of pupils:</b>	68	<b>Number of pupils eligible for PP:</b> 20
Current attainment				
<b>2019 outcomes (latest external validated data available):</b>			<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths			21.4%	71%
% making progress in reading			35.7%	78%
% making progress in writing			28.6%	83%
% making progress in maths			42.9%	84%
1. Barriers to future attainment (for pupils eligible for PP, including high ability)				
In-school barriers				
<b>A.</b>	Gaps in learning preventing pupils from achieving age related expectations, particularly for children eligible for pupil premium funding who are in year transfers, meaning these pupils start school below the national age-related expectations			
<b>B.</b>	Some pupils lack support from home and many of our PP children are reluctant readers and reading is not supported at home. Also lack of access to books at home, relating to poor literacy/numeracy skills, as well as issues regarding organisational skills and self-regulation of behaviour.			
<b>C.</b>	Social and emotional issues preventing some pupil premium children being ready to learn.			
External barriers				
<b>D.</b>	Emotional and mental health issues are prevalent among our PP pupils and their families which can impact on all aspects of school life, including progress, attainment, attendance, behaviour, speech and language.			
<b>E.</b>	Some parents have limited incomes which restricts the experiences they are able to offer their children.			
2. Desired outcomes				
	<b><i>Desired outcomes and how they will be measured</i></b>		<b><i>Success criteria</i></b>	
<b>A</b>	Pupils achieve in line with their non-pupil premium peers and make as gaps in learning are addressed.		The percentage of pupils who reach the expected standard in their year group for reading writing and maths are in line with national. Class data sheets will show steps of progress towards ARE. All pupil premium pupils will make at least expected progress (except for a minority of children identified as having significant and complex needs)	
<b>B</b>	To instil a love of reading across the school, with a well-stocked range of books appropriate for all levels. Phonics teaching is consistent across the school and is planned and delivered carefully, enabling all pupils make progress. Library is welcoming and inspires reading skills. Reading will also help language acquisition		All staff have received the appropriate training in the delivery of high-quality phonics teaching. Reading Ages will be tracked termly and weekly progress checks will be made using quiz trackers.	

<b>C/D</b>	Pupils are ready to learn and develop good behaviours for learning.	Pupils engage positively in lessons and wider school life. Tracking of behaviour records shows children are recording fewer incidents. Visitors evidence excellent behaviour for learning.
	Pupils are able to regulate their emotions and behaviour inside and outside the classroom.	
<b>D</b>	Pupils have access to speech and language therapy	
<b>E</b>	Pupils are given enrichment learning opportunities outside the classroom	All PP children will have the opportunity to go on school trips – at least 3 a year in KS2. PP children will be given the opportunity to learn a musical instrument. Pupils will engage on the wider school life – taking part in after school clubs and representing the school in events such as sporting fixtures.

<b>3. Planned expenditure</b>					
<b>Academic year</b>	<b>2020-21</b>				
The use of Pupil Premium funding to improve classroom pedagogy, provide targeted support and support whole school strategies					
<b>i. Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Expected Cost</b>	<b>Objectives (linked to barriers )</b>	<b>Time Scale</b>	<b>When and how will the implementation and impact be monitored?</b>
Pupils achieve in line with their non – PP peers and attain the expected standard in Maths.	Timestable Rockstars subscription Numbots subscription Target Maths resources	£500	To improve key mathematical skills and to improve outcomes in maths for all children, with an additional specific focus on targeted Pupil Premium pupils	By July 2021	Ongoing formative and summative maths assessments by class teachers (weekly in class, at the end of each term for formal assessments). Head of school monitoring teaching weekly. Executive headteacher monitoring teaching every 3 weeks. Maths leader analysing data every term. SENCO analysing impact of additional support every half term.
	Training time/release time to develop Maths Mastery further	£500			
Pupils achieve in	Pathways to Write resources and training	£1800	To improve speech and language, particularly in the prime area of	By July 2021	Ongoing formative and summative writing assessments

line with their non – PP peers and attain the expected standard in Writing.	Pathways to Progress Intervention and TA training  Release time and training time to develop and improve the teaching of writing	£1000  £800	communication, literacy and language in the EYFSP.  To work collaboratively on projects with other schools to enhance the literacy provision and raise the profile of writing to ensure all pupils make progress		by class teachers (weekly in class, at the end of each term for formal assessments). Head of school monitoring teaching weekly. Executive headteacher monitoring teaching every 3 weeks. Literacy leader analysing data every term. SENCO analysing impact of additional support every half term.
Pupils achieve in line with their non – PP peers and attain the expected standard in Reading,	Accelerated Reader Subscription  Further RWI resources  RWI Fresh Start intervention resources  Reading packs for vulnerable children  Reading buddy time for children who do not read at home	£1200  £500  £700  £500  £300	To improve reading skills for targeted children in Years N-2 and to prepare Year 1 pupils for the phonics screener through targeted intervention.  To ensure the library is stocked with good quality texts. To instil a love of reading across the school.  To work collaboratively with other schools to develop effective methods teaching of early reading and phonics.	By July 2021	Ongoing formative and summative reading assessments by class teachers (weekly in class, at the end of each term for formal assessments). Head of school monitoring teaching weekly. Executive headteacher monitoring teaching every 3 weeks. Literacy leader analysing data every term. SENCO analysing impact of additional support every half term.
<b>Total estimated budgeted cost</b>					£7800
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Expected Cost</b>	<b>Objectives (linked to barriers )</b>	<b>Time scale</b>	<b>When and how will the implementation and impact be monitored?</b>

<p>Pupils achieve Age Related Expectations as gaps in learning are addressed</p>	<p>Training, resources and release time to develop skills in assessment, questioning, live marking and feedback (including Rosenshine's Principles)</p>	<p>£500</p>	<p>To combine assessment and planning across the school. This will enable teachers to identify areas for next steps quickly and ensure interventions are targeted to close gaps and accelerate progress.</p>	<p>By July 2021</p>	<p>Executive headteacher learning walks/book scrutinies every 3 weeks. Pupil progress meetings led by the head of school each half term identify pupils who are not attaining and/or progressing as expected, and intervention plans are adapted accordingly.</p>
<p>Pupils are ready to learn and develop good behaviours for learning.  Pupils are able to regulate their emotions.</p>	<p>Zones of Regulation – resources and training time  Rest Easy – TA available to support vulnerable children who require additional support  TA trained in ELSA and time to deliver it  TA trained in No Worries and time to deliver it  Implementation of daily Nurture Group for targeted vulnerable pupils  Behaviour training for lunchtime supervisors – including attachment and ASD  Resources and equipment for lunchtime supervisors for improving lunchtime interactions</p>	<p>£400  £400  £3000  £1000  £2000  £600  £400</p>	<p>This will help pupils who struggle to manage their emotions, not only anger but also anxiety. It will also support move vulnerable pupils during transition. We have noticed the numbers of pupils suffering from anxiety increasing and we need to support them to develop sustainable strategies.</p>	<p>By April 2021</p>	<p>Pupil/parent/staff voice will provide feedback and plans can be adapted accordingly by senior leaders.  Senior leaders will monitor behaviour regularly by completing site walks and learning walks, and analysing incidents recorded on CPOMS at the end of each week.  Boxall profiles will be completed termly to indicate levels of progress for the most vulnerable pupils.</p>

Pupils have access to Speech and Language Therapy.	Early Communication Screener resources	£300	Targeted support to improve the speech and language skills of eligible pupils, as a result of needs identified in external assessments.	By March 2021	Early Communication Screener results will be monitored by the SENCO, and the interventions put into place as a result will be monitored by the SENCO and the EYFS lead every three weeks.
	SENCO time to screen children and put in adequate training for staff and support for pupils	£500			
	ELKLAN training for TA, and time to assess/implement	£1000			
PP in Yr 6 achieve ARE	Targeted TA intervention support to address specific gaps on a 1:1 basis	£500	Ensure gaps are narrowed between PP and non-PP in KS2	By July 2021	Ongoing formative and summative reading assessments by class teachers (weekly in class, at the end of each term for formal assessments). SENCO analysing impact of additional support every half term.
PP in EYFS/ Yr 2 achieve ARE	Targeted TA intervention support to address specific gaps on a 1:1 basis	£500	Ensure gaps are narrowed between PP and non-PP in EYFS/KS1	By July 2021	Ongoing formative and summative reading assessments by class teachers (weekly in class, at the end of each term for formal assessments). SENCO analysing impact of additional support every half term.
<b>Total budgeted cost</b>					£11,100

<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Expected Cost</b>	<b>Objectives (linked to barriers)</b>	<b>Timescale</b>	<b>When and how will the implementation and impact be monitored?</b>
Pupils are given enrichment learning opportunities outside the classroom.	Funding for PP children to attend all trips.	£300	To ensure equal access for all children to educational visits which support learning and help develop pupils' social and emotional skills	By January 2021	Senior leaders will monitor the uptake of clubs by vulnerable pupils, and will ensure that all children have equal access to all events in school.  The opportunities available to pupils will be mapped throughout the year by senior leaders, to ensure that a wide range of enrichment is available to all pupils.
	Funding to buy in outside providers (such as museums and sports clubs) to visit school for workshops and clubs	£500			
	Funding for buses to take children to alternative venues for outdoor learning	£200			
	Funding for buses to take children to other schools to experience meeting children from different backgrounds.	£200			
	Funding for developing careers education.	£300			
	Funding for uniform/clothing/equipment for disadvantaged children who require it so that they can participate fully in all school activities.	£300			
Pupils are able to have a healthy and nutritious breakfast	Funding for free places for disadvantaged children where required.	£300	To ensure that all pupils have access to a healthy breakfast each morning	By November 2021	The head of school will ensure, through communication with class teachers, that all children start the day with a healthy breakfast and will intervene if concerns are raised.

Increased parental involvement	Set up Parent Nurture group	£1100	To ensure that parents have the correct and up to date information and resources on how best to support their child at home, for example in reading.	By September 2021	Senior leaders will conduct parent voice to find out the opportunities they would like to see on offer, and to then assess the impact of new initiatives introduced. Termly reviews will take place to consider what has been offered to parents and the impact that it has had on pupils' learning, parents' learning, and parental support of their children's education and the school.
	Create 'community hub' for parent learning	£1200			
	Parent workshops linked to areas of the curriculum	£210			
	Buy-in some parent-support worker time from within the trust	£700			
<b>Total budgeted cost</b>					£5310

4. Previous Year			
<b>Academic year:</b>	<b>2019-20</b>	<b>Total PP Budget:</b>	<b>£23,760</b>
<b>Total Number of Pupils:</b>	<b>58</b>	<b>Number of Pupils Eligible for PP:</b>	<b>16</b>

Desired outcome	Chosen action / approach	Objectives (linked to barriers)	Outcomes and/or Lessons Learned
Pupils achieve in line with their non – PP peers and attain the expected standard in Maths.	Gareth Metcalfe  Mathletics  Maths hub	To improve key mathematical skills and to improve outcomes in maths for all children, with an additional specific focus on targeted Pupil Premium pupils	The Maths Mastery approach is being introduced to all classes, with suitable amendments to the approaches for our mixed age classes (using Maths Hub resources) and will be further embedded over the next year.  Timestable Rockstars has been purchased instead of mathletics to improve fluency in basic maths skills. This engages children both in school and at home, and provides a structured approach to reinforcing basic skills for children of all abilities.
Pupils achieve in line with their non – PP peers and	Pathways to write training	To improve speech and language, particularly in the prime area of communication, literacy and language in the EYFSP.	Vocab Ninja and the Nuffield Early Language Intervention, is being used to test and support language development, and this identifies areas of

attain the expected standard in Writing.	English Hubs	To work collaboratively on projects with other schools to enhance the literacy provision and raise the profile of writing to ensure all pupils make progress	concern and potential actions to support vulnerable pupils. This is to be embedded over the next year.  English Hub support has enabled phonics and early reading skills to be taught consistently and has raised standards. This needs to be continued to ensure that skills are now transferred to writing.
Pupils achieve in line with their non – PP peers and attain the expected standard in Reading,	RWInc training  Reading resources/library	To improve reading skills for targeted children in Years N-2 and to prepare Year 1 pupils for the phonics screener through targeted intervention.  To ensure the library is stocked with good quality texts. To instil a love of reading across the school.  To work collaboratively with other schools in	Reading areas across the school have developed, and children have an improved attitude towards reading, and progress in phonics and early reading has shown the impact of this.

£6,340

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Objectives (linked to barriers )</b>	<b>Outcomes and/or Lessons Learned</b>
Pupils achieve Age Related Expectations as gaps in learning are addressed	PiXL Targeted interventions provided by teachers and learning support practitioners. Teaching Assistant Training	To combine assessment and planning across the school. This will enable teachers to identify areas for next steps quickly and ensure interventions are targeted to close gaps and accelerate progress.	Interventions were adapted to focus on phonics and early reading, as priority areas, and the RWI resources were chosen as they linked more closely to the provision on offer for the whole school.
Pupils are ready to learn and develop good behaviours for learning.  Pupils are able to regulate their emotions.	Training a member of staff to deliver targeted outdoor learning for nurture groups and whole school Forest School sessions.	This will help pupils who struggle to manage their emotions, not only anger but also anxiety. It will also support move vulnerable pupils during transition. We have noticed the numbers of pupils suffering from anxiety increasing and we need to support them to develop sustainable strategies.	All children have chance to access nurture groups and forest school, with disadvantaged children prioritised, and the sessions planned to meet needs identified on Boxall profiles.



Pupils have access to Speech and Language Therapy.	Speech and Language Therapist	Targeted support to improve the speech and language skills of eligible pupils, as a result of needs identified in external assessments.	Targeted support has been available through SLT service for referred children. The next step is to ensure that provision is available in school to support children who have needs at a lower level, or those discharged from the service. The Early Communication Screener will support with this.
PP in Yr 6 achieve ARE	Additional TA in Year 4/5/6 class each morning	Ensure gaps are narrowed between PP and non PP in KS2	The additional TA was in place for part of the year (prior to lockdown) and provided additional targeted support for disadvantaged pupils. The full impact of this has not been measurable due to school closures, and the lack of external data for summer 2020.
PP in EYFS/ Yr 2 achieve ARE	Targeted interventions	Ensure gaps are narrowed between PP and non PP in EYFS/KS1	The additional TA was in place for part of the year (prior to lockdown) and provided additional targeted support for disadvantaged pupils. The full impact of this has not been measurable due to school closures, and the lack of external data for summer 2020.

£12,700

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Objectives (linked to barriers)</b>	<b>Outcomes and/or Lessons Learned</b>
Pupils are given enrichment learning opportunities outside the classroom.	School trips/ residential  Pupils are targeted and encouraged to attend an extracurricular club.  All pupils are given the opportunity to learn a musical instrument	To ensure equal access for all children to educational visits which support learning and help develop pupils' social and emotional skills	All children have been given equal access to before and after school clubs, trips and visits. All children had the opportunity to learn to play an instrument (recorder). Links with the local community (such as the tennis club) provided further opportunities.
Pupils are able to have a healthy and nutritious breakfast	Breakfast Club	To ensure that all pupils have access to a healthy breakfast each morning	Breakfast club available to all children, with free spaces available for disadvantaged children.

Increased parental involvement	Delivery of half termly workshops in all classes	To ensure that parents have the correct and up to date information and resources on how best to support their child at home, for example in reading.	This started in the Autumn term but was not embedded due to lockdown. This started to have an impact, and will be continued as soon as Covid restrictions allow.
£1650			

