

ST NEOT SCHOOL PUPIL PREMIUM STRATEGY 2020-21

ALLOCATION £13380 (Ever6 x 6 x £1345, Service x 2 x £310, LAC x 2 x £2345)

£3300 has been carried forward from 2019-20 as funding was not used due to school lockdown.

Pupil Premium Co-ordinator- Improvement Planning, Provision Mapping, Learning Quality Assurance and Impact Assessment: Sam Bowden

Pupil Premium Governor: Dorothy Tamblyn

The Pupil Premium is allocated to schools with pupils on that are known to be: • Eligible for free school meals either now or at any time in the last 6 years (Ever 6).

• Children of service personnel • Children in local authority care

At St Neot School we believe that all pupils have the right to aspire to excellence and in so doing achieve their academic potential. We recognise that some groups of pupils need support to achieve this and aim to ensure that the targeted and strategic use of Pupil Premium funding will support us in enabling all to succeed.
Our Pupil Premium provision will be aimed at accelerating progress so the vast majority of PP pupils leave the School at, or above, the national average. We also aim for every child to make progress that is good or better, so that they leave having made at minimum 2 levels of progress from KS1 to KS2. The annual achievement of PP pupils at St Neot will be measured against the annual national achievement benchmarks of non-PP pupils.
Funding will also be used to develop high aspirations for the future so that children can continue to succeed.
Our provision has been informed by the latest DfE guidance, 'Pupil Premium-effective use and accountability' – published October 2019.
The PP policy and leadership of PP provision and impact is the responsibility of the Governing Board and the Headteacher. It will be monitored as an item in the termly Head's Report to Governors.

Pupil Premium Key Progress and Impact Indicators

Progress and Impact indicators	2017-18	2018-19	2019-20	2020-21
Improvements identified in School Development Plan	SPAG is embedded in planned lessons to enhance performance in writing	Handwriting shows a vast improvement. Writing continues to develop and with more children meeting expected requirements.	Good progress was being made, however, due to the Covid-19 pandemic the programme of support was not completed and will be rolled over to the next year. The teachers will closely monitor the progress of the children who are in receipt of pupil premium and once assessments have taken place interventions will be introduced to enhance children's individual	All pupils were able to access remote learning. High quality lessons that engaged pupils' interest developed skills across the curriculum.
Early intervention to enhance progress	Interventions support specific needs for individual learners.	Intervention tracking shows that teaching is effective as pupils have met or exceeded targets		Pupils who needed extra help were identified. On return to school, interventions supported learning.
Resources engage and motivate pupils	Resources develop skills and understanding across the curriculum	Stimulating resources purchased have a positive impact as demonstrated through book scrutiny and lesson observations		Remote learning engaged learning through teacher lead activities, feedback and phone calls where necessary.
Enrichment to raise aspirations	Enrichment opportunities have equipped the children with tools that will help them to understand and independently take control of their learning	Enrichment through a diverse range of approaches enriches individual school experience. Gifted and Talented engage in meaningful learning, giving		Gifted and talented pupils were given opportunities to engage in mastery through online learning.

		them opportunities to explore and use their imaginations	learning. Emotional and social well-being will also be closely monitored and support put in place as needed.	
Increased classroom support improves achievement	Continued professional development in curriculum subjects has increased the understanding and support given in lessons	Opportunities for children to develop skills and understanding through TA support and guidance. Pupil conference report this to be both supportive and helpful		On return to school, extra classroom support developed and enhanced skills across the curriculum.
Improved attendance, behaviours and links with families	Attendance of PP children is excellent. Parents are made aware of expectations through newsletter, website, parent consultations and parent surveys	Parents are invited into school on a regular basis. Discussions take place, expectations are highlighted and targets are set		All pupils returned to full time education after lockdown.

Summary of Pupil Premium Improvement Spending Intentions

Outline Plan
To target selected groups of pupils to ensure a personalised curriculum offer
Wider life and learning experiences engage and motivate pupils
Resources and learning
Instrumental lessons have a positive outcome
Learning experiences widen pupils' knowledge
Teachers are upskilled to support and develop learning
Improvement in healthy lifestyles

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Provision Map for Financial Year 2020-21

AREA	IMPROVEMENT FOCUS	PROVISION	STAFF	TARGET GROUP	SUCCESS CRITERIA	BUDGET	SUSTAINABILITY
1. Pupil progress	Targeted progress support across the curriculum	<ul style="list-style-type: none"> Dedicated learning support providing targeted teaching according to child needs Co-ordinated and prioritised with class teachers each week Reference – File – PP Records Administration of pupil premium funds Booster tuition to support attainment at Y6 Dinner time support for 1:1 	<p>Teacher 0.16 (2 afternoons)</p> <p>Teaching Assistant (569 hours per year at £10.29 per hour)</p> <p>Admin staff (0.5 hour per week)</p>	All	<p>-improved annual progress</p> <p>-improved termly progress, performance tracked</p> <p>- improved social and emotional development</p>	<p>£6870</p> <p>£5860</p> <p>£366 = £13096</p>	<p>-improved annual progress</p> <p>-improved termly progress</p>
2. Curriculum enrichment opportunities	<p>Facilitate wider life and learning experiences.</p> <p>Enrich experiences outside the classroom</p> <p>Global Awareness</p>	<p>Access to:</p> <ul style="list-style-type: none"> extended enrichment opportunities including visitors Gifted and Talented pupil courses 	Co-ordinated by Head Teacher	Available to all	<p>-engage and motivate pupils</p> <p>-access to enrichment for all guaranteed</p> <p>-learning experiences out of the classroom widen the pupils' knowledge and develop self-confidence</p> <p>-positive impact on self confidence</p>	£100	<p>-improved annual progress</p> <p>-improved termly progress, performance tracked</p> <p>-learning experiences out of the classroom widen the pupils' experiences, widen the pupils' knowledge and develop self-confidence</p> <p>- Using research from around the world, <i>Every Experience Matters</i> provides evidence that children engaged in outdoor learning:</p>

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							<ul style="list-style-type: none"> • attain higher levels of knowledge and skills • improve their physical health and motor skills • socialise and interact in new and different ways with their peers and adults • show improved attention, enhanced self-concept, self-esteem and mental health • change their environmental behaviours and their values and attitudes
3. Improved resourcing for group learning	Engage and motivate pupils through access to exciting learning technology and MfL resources	<ul style="list-style-type: none"> • mobile ICT resources including ipads • Resources for Computing 	Co-ordinated by ICT/ Literacy Co-ordinator	All	-engage and motivate pupils -access to high quality learning resources established -access to an extended curriculum	£200	-engage and motivate pupils -access to high quality learning resources established -access to an extended curriculum
4. Instrumental music lessons	Extend learning experiences	Access to: <ul style="list-style-type: none"> • Guitar/drum/keyboards lessons 30 sessions a year • Hire of instruments 	Co-ordinated by Head Teacher	Available to all from Y2	-progress with a musical instrument -ability with a musical instrument positively impacts on general learning skills	Lessons 4 children x £165 £660	-progress with a musical instrument -ability with a musical instrument positively impacts on general learning skills
5. Reading resources and specific resources	Increase reading/writing attainment. Learning is developed through visual, audio and kinaesthetic means	<ul style="list-style-type: none"> • Reading resources • Resources enrich education • Learning is stimulated 	Head teacher Staff	All	-improved access to reading resources which assist in raising of standards -to enhance learning experiences inside the classroom widen the pupils' skills and understanding	£100	-improved access to reading resources which assist in raising of standards -learning experiences are engaging

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6. Wrap around care and homework Support	Enable access to educational experience out of the curriculum and support with homework	<ul style="list-style-type: none"> Breakfast Club Riverside Club-after school child care and homework support Activities are linked to curriculum provision 	Riverside Club Staff	Available to all two sessions per week	-learning experiences out of the classroom widen the pupils' knowledge and develop self-confidence -positive impact on attainment	2 sessions x 38 weeks x£3 per session £1824	-learning experiences out of the classroom widen the pupils' knowledge and develop self-confidence -positive impact on attainment
7. Training	Makaton-provide functional vocabulary to support children's communication; - raise awareness of ways in which we communicate; - support practitioners in their accuracy and delivery of Makaton signs; - use Makaton signs in sentences, practice signing conversations, support recall and recognition of vocabulary; - implement Makaton in familiar stories and nursery rhymes.	<ul style="list-style-type: none"> Child is supported day-to-day 	1:1	1:1	-Makaton is used to develop communication -Makaton signs ensure pupil has a voice and can express themselves	£30	-CPD for staff -Enable staff to effectively communicate with SEN children -Awareness of communication meet individual needs
8. Milk-school food plan	To enhance learning through healthy lifestyle	<ul style="list-style-type: none"> Provision of milk to PP children. 22p per child per day. 	Staff	Individual	Children understand the necessity to lead a healthy lifestyle to help them learn	£50	-Healthy lifestyles are promoted through daily drink of milk
TOTAL PLANNED BUDGET SPEND						£15090. An additional £3300 will be used from the carry-over from 2019-20.	

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SERVICE CHILDREN

AREA	IMPROVEMENT FOCUS	PROVISION	STAFF	TARGET GROUP	SUCCESS CRITERIA	BUDGET	SUSTAINABILITY
1. Wrap around care and homework support	Enable access to educational experience out of the curriculum and support with homework	<ul style="list-style-type: none"> Breakfast Club Riverside Club-after school child care and homework support Activities are linked to curriculum provision 	Breakfast and Riverside Club Staff	Two sessions per week	-learning experiences out of the classroom widen the pupils' knowledge and develop self-confidence -positive impact on attainment -Service children are provided with after school care allowing parent to work, giving financial stability	£310	continuous -learning experiences out of the classroom widen the pupils' knowledge and develop self-confidence -positive impact on attainment
2. Pupil progress	Targeted progress support across the curriculum	<ul style="list-style-type: none"> Dedicated learning support providing targeted teaching according to child needs Co-ordinated and prioritised with class teachers each week Reference – File – PP Records Administration of pupil premium funds Booster tuition to support attainment at Y6 	Teachers Teaching Assistants	Interventions	Service children	£310	-improved annual progress -improved termly progress, performance tracked continuous
TOTAL PLANNED BUDGET SPEND						£620	

Appendix A

OFSTED guidance for successfully maximising achievement	OFSTED guidance on unsuccessful spending
<ol style="list-style-type: none"> 1. Carefully ring fenced funding so that they always spent it on the target group of pupils 2. Never confused eligibility for the Pupil Premium with low ability, and focussed on supporting their disadvantaged pupils to achieve the highest levels 3. Thoroughly analysed which pupils were underachieving particularly in English and maths and why 4. Drew on research evidence (such as the Sutton Trust toolkit) and evidence from their own and others experience to allocate the funding to the activities that were most likely to have an impact on improving achievement 5. Understood the importance of ensuring that all day to day teaching meets the needs of each learner, rather than relying on interventions to compensate for teaching that is less than good 6. Allocated their best teachers to teach intervention groups to improve mathematics and English 7. Used achievement data frequently to check whether interventions or techniques were working and made adjustments accordingly, rather than just using the data retrospectively to see if something had worked 8. Made sure teaching assistants were highly trained and understood their role in helping pupils to achieve 9. Systematically focussed on giving pupils clear, useful feedback about their work and ways they could improve it 10. Ensured that class and subject teachers knew which pupils were eligible for the PP so that they could take responsibility for accelerating their progress 11. Ensured that a designated senior leader had a clear overview of how the funding was being allocated and the difference it was making to the outcomes for pupils 12. Had a clear policy on spending the PP agreed by governors and publicised on the school website 13. Provided well targeted support to improve attendance, behaviour or links with families where these were barriers to a pupil's learning 14. Had a clear and robust performance management system for all staff, and included discussions about pupils eligible for the PP in performance manage meetings 15. Thoroughly involved governors in the decision making and evaluation process 16. Were able, through careful monitoring and evaluation to demonstrate the impact of each aspect of their spending on the outcomes for pupils 	<ul style="list-style-type: none"> • Had a lack of clarity about the intended impact of the spending • Spent the funding indiscriminately on teaching assistants with little impact • Did not monitor the quality and impact of interventions well enough, even where other monitoring was effective • Did not have good performance management system for teaching assistants and other support staff • Did not have a clear audit trail for where the funding had been spent • Focussed on pupils attaining the nationally expected level at the end of the Key Stage but did not go beyond these expectations so some more able eligible pupils underachieved • Planned their PP spending in isolation rather than with other planning e.g. improvement planning • Compared their performance to local rather than national data, which suppressed expectations if they were a low performing local authority