



Pupil premium strategy statement – Little Paxton Primary School

1. Summary information					
School	Little Paxton Primary School				
Academic Year	2020 -2021	Total PP budget	£64,503	Date of most recent PP Review	November 2020
		Total PP funding	£64,525		
Total number of pupils	304 - 56	Number of pupils eligible for PP	60	Date for next internal review of this strategy	March 2021

Long term priority for Pupil Premium expenditure	
1.	Maintaining our commitment to the development of Quality First teaching skills, through high quality CPD, mentoring and high quality SDP processes.
2.	Providing early intervention including the development of oracy, language skills and the characteristics of effective learning.
3.	The targeting of high quality intervention and booster programmes (academic and social)
4.	A Pupil Premium “Champion” must be put in place to lead this and support our PP children.

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>		
1.	Low starting points/entry attainment – this appears to be the case this academic year, maybe as a result of COVID19	
2.	Poor oracy and vocabulary which impact on academic capacity, progress capability, communication skills and the characteristics of effective learning.	
3.	Impact of Covid 19 regulations on flexibility and adaptability of staffing and school organisation leading to possible impact on our ability to meet needs in the most effective manner.	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
4.	Significant issues in the family home and lack of parental involvement resulting, for some children, in limited support for education and significant emotional issues impacting on educational attainment.	
5.	Poor experience of play, language development, speaking and listening skills.	
6.	Impact of school closure due to Covid 19 and the resultant “missed” educational and social opportunities. Despite being targeted for support and a place in school during lockdown, many of our PP families did not want this and the children did not attend.	
2. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
1.	Children who join us in EYFS develop characteristics of effective learning and make good or better rates of progress from their starting points	<ul style="list-style-type: none"> - Transition following Covid 19 will be effective - Programmes to develop Characteristics of effective learning (Finding out and exploring, Playing with what they know, Being willing to have a go, Being involved and concentrating, Keeping on trying, Enjoying achieving what they set out to do, Having their own ideas Making Links) show a positive impact - Improvements to Quality First Teaching impact on rates of progress - Staff will impact on rates of progress through their interactions with the children including guided play, modelled play and play commentaries - Successful staff training with learning embedded in pedagogical practice (LA to support with this) - Impact of Covid 19 on development is minimised
2.	Speech and language issues will be identified and addressed early, contributing to children’s progress in these and other affected areas of the curriculum	<p>Speech and Language Therapy Support, delivered by a highly-qualified therapist</p> <p>Rigorous follow-up intervention and support through in-school SALT support</p> <p>Staff training which enhances skilled delivery of SALT support and the development of oracy/communication skills.</p>
3.	Staff work together effectively (e.g use of Catch –up premium) to support PP children and address identified needs.	<p>PP champion will raise the profile of the PP children across the school.</p> <p>Subject leaders will ensure they consider carefully the PP children when looking at data and planning for their subject</p>

		Resources specifically target the PP children (time, equipment, books, Catch-up sessions)
4.	Staff who “need to know” (individual class teachers/PP champions/CLT) are aware of the potential issues in the family home and quickly work together to ensure correct support is in place to alleviate some of the difficulties.	PP children requiring it, receive additional pastoral and behaviour support so that they have adequate emotional strategies and don’t disproportionately have more incidents of poor behaviour than non-pp. Parents of PP children are contacted by the Inclusion worker, when not in school.
5.	Focussed activities are planned that are fun but address the specific needs of the children. There will be an expectation that the children attend. SENDCo to support with this.	Appropriate clubs are in place, run by volunteers (when Covid allows) which tackle specific needs e.g. games clubs, storytelling, drama clubs to develop language skills, social skills etc
6.	Parents of PP children will engage with the school if their child/children are not at school due to Covid. Appropriate work will be set and delivered if necessary. Parents understand that it is a requirement that the children complete the work set. If the school goes into a semi-lockdown again, PP will be offered places where appropriate and school will strongly encourage the parents to send their children to school, to benefit from the opportunities available to their children.	PP families will be contacted at least twice a week during any period of lockdown by either a member of the CLT, or PP champion. Food vouchers will be distributed as necessary. Appropriate work will be set and delivered or appropriate IT will be given to the family to ensure work is completed. More PP are in school if there is a lockdown similar to March – July 2020

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?	Staff lead	Review date?
All teaching is consistently good or better and all groups make at least expected progress. Evidence in books indicates a well delivered curriculum tailored to meet the needs of all groups including PP.	Invest in CPD/staff training and additional resources to further develop quality first teaching. Base CPD on Rosenshine approach. £7,700	Develop and sustain high-quality teaching based on Rosenshine's principles: https://www.aft.org/sites/default/files/periodicals/Rosenshine.pdf		Termly
Focus on PP children will ensure accelerated progress for pupils eligible for PP in prime areas. Early engagement of families supports school readiness. % of pupils eligible for PP achieving ELG in reading, writing and maths is at least in line with non PP peers and in line with national 'all'. SEND support enables those children to achieve and attain well for them. They make good progress (in the context of their additional needs). Promote parental engagement throughout school.	Early Years phase leader/SENDCO to increase capacity to the EYFS team. Local Authority advisor also to be involved. SENDCO role fully embedded and provision refined, especially for the disproportionately high SEND PP children. Increase workshop opportunities and parental learning. £19,432	https://educationendowmentfoundation.org.uk/evidence-summaries/early-years-toolkit/early-literacy-approaches/ https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/parental-engagement/		Termly

ii. Targeted support				
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	Staff lead	Review date?
Pupil Premium Champions are given the time, training and resources needed to allow them to bring PP children to the forefront of education at Little Paxton.	Appropriate training is sought. Time is allocated (1 afternoon a week) to allow the new PP Lead to understand and develop an action plan so that LP effectively meets the needs of all of our Pupil Premium children, whatever they may be. £3,800 (Dec to Aug)	https:// educationendowmentfoundation.org.uk/evidence-summaries/pupil-premium-guide/	RW SE	
Increased % of PP pupils make expected or better progress and achieve expected standard+ in reading writing and maths in <u>every</u> year group. Targeted intervention is clear and focused on the specific needs of identified children.	Additional Teaching support to accelerate progress and close attainment gap of identified PP/disadvantaged children. £4,674.00 x 3 = £14,022	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/		Termly
Improved attendance and punctuality rates for pupils eligible for PP especially in identified year groups – closing the gap on national all. Reduced number of eligible PP pupils falling below 93% and below 90%. Improved emotional well-being and behaviour for more vulnerable pupils has positive impact on learning behaviours in class and at lunchtime.	Inclusion worker to support pastoral and attendance systems to further improve attendance for vulnerable groups in particular for PP/disadvantaged pupils. £8,152	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/		Termly
As agreed within individual PEPs.	Service Children/Post-CLA See individual PEPs. £2,655			Termly

iii. Other approaches				
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	Staff lead	Review date?
Extend learning opportunities for all - experiences of visits, visitors and specialist teaching.	Notional contribution towards funding curriculum 'enrichment activities'. £ 8,742	https://www.gov.uk/government/publications/education-inspection-framework		Termly
			Total budgeted cost	£64,503
			Allocated Funding as of Sept 2020	£64,525