

Offwell CofE Primary School Pupil Premium Strategy Statement

1. Summary information					
School	Offwell C of E Primary School				
Academic Year	2020-2021	Total PPG Budget (financial year 2019/20)	£8345	Date of most recent PP Review	September 2020
Total number of pupils	74 + 6 Nursery = 80	Number of pupils eligible for PP	7 School age +1 Nursery	Date for next internal review of this strategy	September 2021

2. Context and attainment	
<p>This plan is based on funding based on pupil numbers from the 2019-2020 October census (7 children registered for Pupil Premium).</p> <p>October 2020: 8 children (7+1 Nursery) are registered as being eligible for Pupil Premium (PP) Grant. PPG has been largely awarded on Economic grounds, but also for children who come under different categories, such as the Armed Forces, Special Guardianship, or adoption. Four of the eight children have Special Needs (SEND).</p> <ul style="list-style-type: none"> Attendance – due to Covid-19, all children have been out of full-time education between March 20th and September 7th 2020. Attendance for this group in the first half term of academic year 2020-2021 was 99.9%. However, this group was disproportionately affected by Covid related issues (e.g: in isolation, awaiting test results), which does not show up in attendance data, but has an impact on achievement. Lockdown from March 20th 2020 means no external data exists for the end of academic year 2019-2020. PP baseline data (September 2020) will relate to some of the same children. This is available as a separate table, but numbers are currently so small as to cause statistical distortion, or potentially be identifiable. Analysis of the data tells us: <ul style="list-style-type: none"> There are no children in receipt of PP in Reception, Years 1 or 2. In Years 3, 4 and 5, children in receipt of PP start in line with, or better than, their peers for Spelling, Grammar and Punctuation and Maths In reading, Y3 are equal to their peers at this stage, while in Y4 and 5 they do not perform as well as their peers at this stage. In Year 6, children in receipt of PP do not perform as well as their peers at the start of the year. Therefore, there is a need for reading support for our older children in receipt of Pupil Premium 	

3. 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>)	
A	Emotional barriers to learning - e.g: anxiety – leading to poor emotional regulation and difficulty engaging in and retaining learning.

B	Poor vocabulary, causing limited engagement in aural learning, with impact on reading comprehension and access to wider learning.	
C	Specific Learning difficulties in either Reading and Writing or Maths, impacting on wider achievement and self-esteem.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Potential limits to the capacity of parents to provide resources and support at home, due to economic or other family specific factors.	
E	Attendance: response to Covid-19 has led to 5 months out of full-time education, which will have potentially widened the achievement gap.	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A	Children develop emotional resilience and can manage their anxiety and engage in their learning. As a result, their achievement improves and their attitude to learning is positive.	<ul style="list-style-type: none"> • Identified children show improvements in behaviour: more rewards and fewer negative consequences. • This group make progress from their starting points, as shown in their work: improvements from start to finish. • Identified children show improved attainment in key subjects, at least in line with National average/ Age Related Expectation (ARE).
B	Children develop a rich and varied vocabulary, enabling them to: absorb and understand new information, both spoken, or in print. As a result, their achievement improves and their attitude to learning is positive.	
C	Children's gaps in basic knowledge are addressed, so that they can show progress in the specific areas of Reading and Writing or Maths, where gaps are identified.	
D	Families are supported to access the full range of resources, through contact with specific school staff. Help from external agencies is available for more specific needs.	<ul style="list-style-type: none"> • Parents are able to support their child's learning at home • Identified children show improved achievement • Identified children show improvements in behaviour
E	Attendance and achievement for this group is comparable to peers and is monitored closely.	

5. Planned expenditure

Academic year	In the financial year 2019 – 2020 the school will receive:	£8345
	<ul style="list-style-type: none"> • Support staff to deliver carefully targeted intervention group work and targeted support to close the identified gap/s. • Training and resources relating to provision for disadvantaged children. • Purchase of school meals for PPG children • Funding towards the school’s Educational Psychology service agreement. 	<p>4,000</p> <p>2,145</p> <p>1,200</p> <p>1,000</p>

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?	How will you do it?	Staff lead	When will you review it?
A) Children develop emotional resilience and can manage their anxiety and engage in their learning. As a result, their achievement improves and their attitude to learning is positive.	<p>Personal, Social and Health Education (PSHE) and Religious Education lessons address how to:</p> <ul style="list-style-type: none"> • identify our own feelings, thoughts and beliefs about ourselves; • learn to share our thoughts, feelings and beliefs positively (say, rather than show); • develop our understanding of the thoughts, feelings and beliefs of others; • value and maintain healthy relationships; • act in line with our values, so we learn to be honest, loyal, share, care, forgive and show compassion; • accept and value difference, and challenge fear, hatred and prejudice. <p>Sharing our School’s Behaviour Procedure with children and parents, so that boundaries are clear, children have every</p>	<p>There is a wealth of evidence demonstrating that the knowledge, skills and attributes taught in PSHE have a positive impact in: emotional wellbeing, academic attainment, and preparation for the world of work.</p> <p>https://www.pshe-association.org.uk/what-we-do/evidence-and-research</p> <p>See Education Endowment’s report: EEF_Improving_behaviour_in_schools_Report.pdf</p>	<p>PSHE Association Resources,</p> <p>Additional shared Mental Health resources e.g: Anna Freud ‘Talking Mental Health’ Regular</p>	<p>Head/ SENDCo PSHE Lead RE Lead Teachers</p>	<p>Termly whole school review of progress.</p>

	chance to make better choices and consequences are positive, proportionate and appropriate.		review of Behaviour Policy		
B) Children develop a rich and varied vocabulary, enabling them to: absorb and understand new information, both spoken, or in print. As a result, their achievement improves and their attitude to learning is positive.	<p>Creation of a language rich environment in every classroom:</p> <ul style="list-style-type: none"> • Teachers use and celebrate varied language – alongside more common terms – to broaden children’s experience of spoken language; • Teachers provide word lists and word walls where vocabulary is shared, celebrated and made accessible. • Classroom libraries are upgraded, to store a wider range of exciting and challenging books in an attractive setting; • Teachers read to their classes, offering then the chance to access good quality literature which may be just beyond their reading ability; • Teachers hear each child read, at least every half term, engaging them in discussion or conversation about their reading; • The teaching of reading and spelling is secure and based in a love of language, which is shared with children. 	‘Socioeconomic status affects language development... disparities in the development of language processing are arguably among the most consistently found— with decreases in vocabulary, phonological awareness, and syntax at many different developmental stages.’ (Perkins, Finegood and Swain 2013)	Spelling and reading results	Head/ SENDCo EYFS Lead and Teachers	Termly whole school review of progress.
C) Children’s gaps in basic knowledge are addressed, so that they can show progress in the specific areas of Reading and Writing or Maths, where gaps are identified.	<p>Assessments are used diagnostically by teachers to identify gaps and groups for teaching.</p> <p>Teaching is differentiated to meet the needs of each group. Additional resources are purchased to identify gaps and teach specific areas e.g: in reading.</p> <p>Progress relative to starting points is monitored by teachers and Head in termly assessments, so that early intervention is initiated as soon as possible.</p> <p>SEND processes are clear, to ensure any underlying issues</p>	<p>‘...research has showed that differentiated teaching is a very effective teaching method which supports all learners to build new knowledge, be actively engaged in teaching practice and cultivate their self-esteem in a constructive learning environment (Tomlinson, 1999).</p> <p>Fluency and knowledge of number are equally important (See Fluency without Fear 2015)</p>	Lexia, Doodle Maths and other online assessment resources are being evaluated	Head/ SENDCo Maths Lead and Teachers	

	are addressed.	Teaching early literacy skills through talking, reading and encouraging fine motor skills tasks supports wider academic development. http://www.getreadytoread.org/early-learning-childhood-basics/early-literacy/early-reading-and-writing-development			
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A) Children develop emotional resilience and can manage their anxiety and engage in their learning. As a result, their achievement improves and their attitude to learning is positive	<ul style="list-style-type: none"> Development of our Mental Health Strategy has led to applications for mental health ambassador training for staff and pupil leads; Our strategy includes teaching and modelling the Incredible 5-point scale to all children, so they can see, describe and explain emotional changes in response to a range of environmental factors; Behaviour Care Plans are created with parents, child and teacher in response to behaviours requiring further understanding and support. Referral for external agency support e.g: via Social and Emotional Mental Health (SEMH) Team, or CAMHS, when required. 	The Incredible 5 point Scale is a Cognitive Behavior Intervention that makes abstract concepts and feelings visual to support self-regulation. https://www.flexiblemindtherapy.com/uploads/6/5/5/2/65520823/the_incredible_5_point_scale.pdf	PSHE Association Resources Monitoring	Head/ SENDCo PSHE Lead Teachers and Parents.	Termly whole school review of progress.
B) Children develop a rich and varied vocabulary, enabling them to absorb and	Vocabulary Development training for a lead staff member to share with the whole school. Specific interventions to meet limited vocabulary issues, which underpin social and emotional needs, plus	Good early literacy skills impact positively on achievement in all areas of the curriculum. ‘The frequency of reading to children at a young age has a direct causal effect on their	Assessment outcomes for reading, writing and	Head/ SENDCo EYFS Lead, Teaching Assistants	Termly whole school review of progress.

<p>understand new information, both spoken, or in print. As a result, their achievement improves and their attitude to learning is positive.</p>	<p>communication and interaction needs, as well as reading: e.g: Narrative Packs, Active Listening for Active Learning, Lexia.</p> <p>Referrals made to Speech and Language Therapy (SALT) for assessment of expressive (sound production) or receptive (understanding).</p>	<p>schooling outcomes regardless of their family background and home environment.’ https://www.education.vic.gov.au/Documents/about/research/readtoyoungchild.pdf</p>	<p>spelling</p>	<p>and Teachers</p>	
<p>C) Children’s gaps in basic knowledge are addressed, so that they can show progress in the specific areas of Reading and Writing or Maths, where their gaps had been identified. As a result, their achievement improves and their attitude to learning is positive.</p>	<p>Staff training 2019-2020 included: Counting to Calculating; Re-think Reading and Teaching Spelling Effectively. 2020-2021, training includes, so far: Sounds-Write Phonics; Healthy Relationships, Difficult Conversations (PSHE) and training to use Lexia.</p> <p>Identified individuals receive specific assessment to clarify gaps in knowledge e.g.: Lexia, Sandwell or Sounds-Write Phonics tests.</p> <p>Intervention (frequent and targeted) is timetabled and evaluated termly e.g: Precision teaching of phonics or number facts</p> <p>Ongoing low achievement, despite frequent and targeted intervention, requires a meeting with parents to design an individual learning plan (My Plan), with clear needs, actions and targets.</p> <p>Persistent low achievement, as evidenced in My Plan review meetings, may require referral for external agency support, e.g: Specific Learning Difficulty (SpLD) Advice, Educational Psychologist etc.</p>	<p>Research shows that children need opportunities to revisit and repeat core skills such as these regularly and frequently through each day in order to develop fluency and confidence.</p>	<p>Regular review of progress for identified children in targeted areas – Case Study/Intervention records; Graduated Response Tool; My Plans.</p>	<p>Head/ SENDCo Teaching Assistants and Teachers</p>	<p>Termly whole school review of progress.</p>
<p>iii. Other approaches</p>					

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>D) Support for all families through regular parent information, as well as supportive contact with identified school staff, or help from external agencies for more specific needs. As a result, their child's achievement improves and their attitude to learning is positive.</p>	<p>This has been adapted to meet restrictions required as a result of Covid-19. Therefore, Parent Evenings - each term, to address child development, emotional development and support for learning – will be held via Zoom appointments, subject to termly review.</p> <p>Information shared on an individual basis, where parents/carers need additional support e.g: information sheets on reading with and to your child*, coaching, Promotion and signposting to local or online parenting classes, or other sources of support e.g: Bis-Net, Cygnet, adult literacy classes etc.</p> <p>School Nurse available for support via self-referral, or via SENCo.</p> <p>Referral for external agency support via Early Help or Home-Start.</p>	<p>*'The frequency of reading to children at a young age has a direct causal effect on their schooling outcomes regardless of their family background and home environment.'</p> <p>https://www.education.vic.gov.au/Documents/about/research/readtoyoungchild.pdf</p>	<p>Feedback from parents regarding sessions attended.</p>	<p>Head/SENDCo Teaching Assistants and Teachers</p>	<p>Termly whole school review of progress.</p>