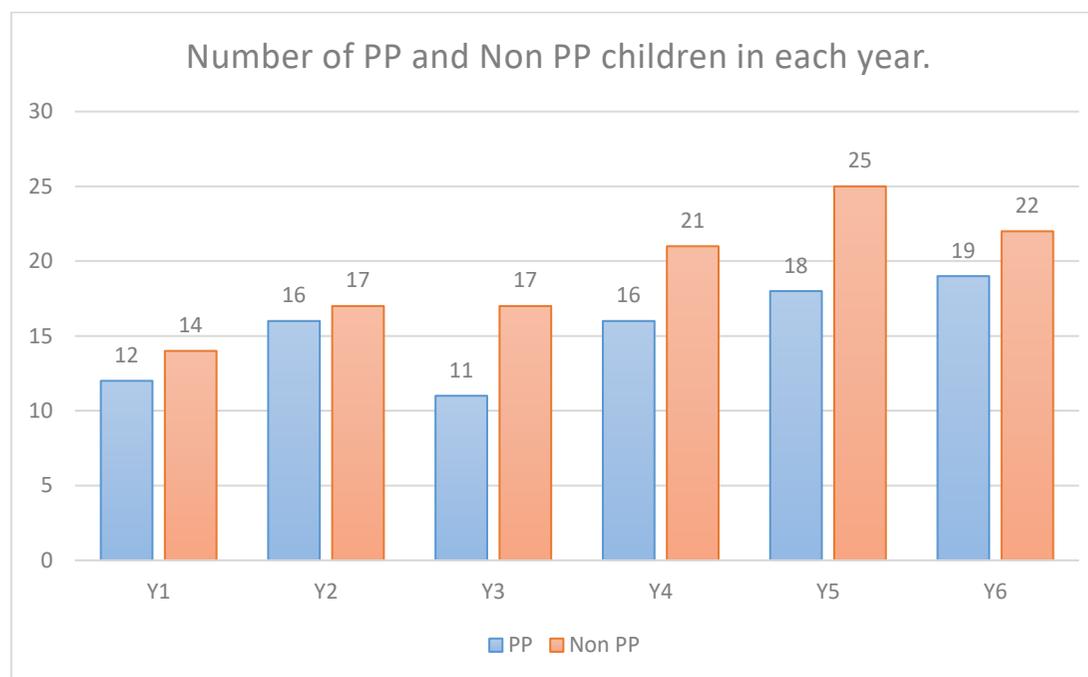


Pupil premium strategy / self-evaluation – St Peter’s Church of England Primary Academy Mansfield

1. Summary information					
School	St Peter’s C of E Primary Academy Mansfield				
Academic Year	2020-21	Total PP budget	£134,395	Date of most recent PP Review	
Total number of pupils	225	Number of pupils eligible for PP	95	Date for next internal review of this strategy	July 2021



2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard or above in reading, writing & maths Y6 based on Teacher Assessment due to COVID 19.	40%	65%

3. Barriers to future attainment (for pupils eligible for PP)		
Academic barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	Children in receipt of Pupil Premium are less likely to be engaged in reading for pleasure either at home or in school. This impacts on the standards in reading and writing and access to the wider curriculum.	
B.	Children in receipt of Pupil Premium are less likely to be able to draw upon wider experiences. This can be a barrier to writing.	
C.	Children in receipt of Pupil Premium are more likely to need social and emotional support. (Nurture)	
Additional barriers (<i>including issues which also require action outside school, such as low attendance rates</i>)		
D.	Children in receipt of Pupil Premium are more likely to be late and have a higher absence percentage.	
4. Intended outcomes (<i>specific outcomes and how they will be measured</i>)		Success criteria
A.	Children enjoy reading and read regularly in school and at home.	Evidence in reading diary. Progress in reading assessments is accelerated.
B.	Accelerated progress so that fewer children are working below the expected standard.	Data will show accelerated progress.
C.	Children can regulate their emotions and behaviour.	Progress in Boxhall profile assessments. Children accessing nurture provision for less sessions.
D.	Children attend regularly and are on time for school.	Attendance is in line with Non PP 94.88%.

5. Review of expenditure	
Previous Academic Year	2019-2020
i. Quality of teaching for all	

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
<p>To develop a lead TfW teacher in each phase to support other teachers.</p> <p>To provide regular coaching and mentoring for all teachers with TfW.</p>	<p>To develop staff confidence in the TfW planning process.</p> <p>To improve the outcomes for writing at the end of each phase.</p> <p>To increase the number of children meeting the expected standard in writing.</p>	<p>The TfW approach to English encompasses reading and writing based on high quality texts. It provides children and teachers with a structure to follow.</p> <p>All staff have been trained in TfW and are using the planning sequences in their lessons.</p> <p>In the previous academic year the data showed that PP children were making good progress. Due to COVID 19, there is no data for the progress in this academic year.</p> <p>2018-2019 Y3 & Y4, 82% of PP children made at least expected progress.</p> <p>In Y5, most PP children made expected progress in writing.</p> <p>In Y6, all PP children made at least expected progress in writing.</p>	<p>This approach will continue as we are seeing an impact as a result of this.</p> <p>A member of SLT and the TfW lead will coach and mentor staff with dedicated release time to observe in English lesson.</p> <p>From continuing CPD, we have invested in high quality texts to support reading and writing.</p> <p>Staff who are new to St Peter's will work closely with TfW lead to develop their teaching of TfW.</p>	<p>£6,500</p> <p>£4,750</p> <p>£500</p>
<p>To improve attendance percentages</p>	<p>To improve levels of attendance and punctuality.</p> <p>To decrease the number of persistent absentees.</p>	<p>Attendance 2018-2019</p> <p>PP 93.69%. Persistent absentees 22.09%</p> <p>Non PP 94.87% Persistent absentees 18.67%</p> <p>Attendance 2019-2020 02.09.20 – 20.03.20</p> <p>PP 94.29%. Persistent absentees 18.68%</p> <p>Non PP 94.93% Persistent absentees 17.39%</p>		<p>£22,849</p>

ii. Targeted support

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Lexia	To identify the gaps in children's reading. To meet the individual needs and fill any prior learning gaps.	<p>The impact of Lexia was variable across the school.</p> <p>Lexia did identify gaps in children's reading but through assessments, class teachers can successfully identify gaps.</p> <p>The progress we expected to see in reading was not accelerated.</p> <p>Alongside this intervention in school, pupils did not access as home learning.</p>	<p>Lexia is a costly intervention and we have not seen the intended impact.</p> <p>We will not be continuing with this approach.</p>	£3,850
Switch on Reading	For children in LKS2 to complete Switch On Reading to get to their chronological reading age. To develop fluency in reading.		<p>Before lockdown, we were seeing a positive impact on children's reading in LKS2. We will continue this.</p> <p>We have identified gaps within the scheme and books will be ordered to replenish the scheme.</p>	£5,344

Year 6 booster groups	To increase the number of children achieving ARE at the end of Key Stage 2.	Due to lockdown, we do not have any data to support the effectiveness of this for the academic year 2019-2020.	Due to success in previous year groups, we will continue with this.	£5,344
Read, Write, Inc. small groups	To increase the number of children reading fluently. To increase the % of children passing the phonics screening. To support LKS2 who have not passed their phonics screening.	Since implementing RWI, the % of children passing the phonics screening has increased. Children are grouped based on their ability, with smaller groups to ensure individual needs and reading stages are being addressed.	Due to lockdown, we do not have data for the academic year 2019-2020. We will continue with this approach. Within LKS2, Teachers need training so that they can deliver whole class intervention linked to handwriting. RWI lead to be released during RWI sessions to support teaching and learning.	£5344

Read, Write, Inc 1:1 tutoring.	To provide regular support for targeted children to ensure children make progress with their reading.	RWI 1:1 sessions support children who have gaps in their phonics or need targeted support in order to make progress.	TA's in LKS2 need training to be able to deliver RWI 1:1 sessions. Timetables need to be carefully planned to ensure regularly delivery of 1:1 sessions.	£5344
--------------------------------	---	--	---	-------

iii. Other approaches

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
To provide children with an enriched educational experience.	<p>To develop wider experiences for children.</p> <p>To go on regular school trips.</p> <p>To be able to speak about their curriculum with enthusiasm. TO write from their experiences.</p>	Due to Covid 19, we have limited data on the success of this strategy.	We will continue this strategy.	£2850

<p>To develop nurture provision for children who need social and emotional support.</p>	<p>To identify the emotions people feel.</p> <p>To explain how they are feeling.</p> <p>To develop and manage strategies to manage negative emotions.</p> <p>To develop social skills.</p> <p>To regulate their behaviour.</p>	<p>From discussions with the ELSA lead and progress evident in Boxhall profile assessments, this is having a positive impact on children who access this.</p>	<p>Due to COVID 19, we are unsure when this provision will be able to continue how it has previously run. When guidelines allow, this will be reinstated.</p> <p>In the interim, the ELSA lead will support staff with strategies and interventions that can be run within the classroom.</p>	<p>£3626 4</p>
<p>To provide targeted support through Think Children and Lego Therapy.</p>	<p>To identify the emotions people feel.</p> <p>To explain how they are feeling.</p> <p>To develop and manage strategies to manage negative emotions.</p> <p>To develop social skills.</p> <p>To regulate their behaviour.</p>	<p>Success has been seen with the children who accessed these interventions in the previous academic year so these will continue.</p>	<p>Think Children will continue on a 1:1 basis.</p> <p>Dependant on the need within the class, Lego Therapy will be run by TA's when necessary. As children cannot mix bubbles, it may not be as regular as it has been previously.</p>	<p>£7500</p>

To purchase high quality texts.	To expose children to and engage them in reading for pleasure.	Children have been engaged with class readers and we had lots of children regularly accessing the library before lock down.	To support TfW and TfR, a range of texts will be purchased.	£2500
---------------------------------	--	---	---	-------

6. Planned expenditure

Academic year

2020-2021

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all

Action	Intended outcome	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>To provide regular coaching and mentoring for all teachers delivering TfW.</p> <p>To mentor NQT's to ensure the delivery of TfW is at least good.</p> <p>For staff to attend relevant training based on need.</p>	<p>To improve the outcomes for writing at the end of each phase.</p> <p>To develop staff confidence in the delivery of TfW.</p> <p>For the quality of teaching in English to be at least good.</p>	<p>The TfW approach to English encompasses reading and writing based on high quality texts. It provides children and teachers with a structure to follow.</p> <p>In 2018-2019, PP children were making good progress in writing.</p>	<p>TfW lead will have 4 English sessions per week to coach and mentor staff during the English lessons.</p> <p>Regular CPD sessions with the TfW consultant are scheduled to train up the TfW team. Following on from this, staff meetings are delivered to disseminate the training.</p> <p>Regular practice sessions based on areas identified from learning walks.</p>	JK	Termly.

To develop structured talk within the classroom.	All children will participate constructively within lessons. Develop children's speaking and listening skills. Increase in the number of children actively participating within lessons.	Children at St Peter's start with low levels of vocabulary and language. The number of children actively participating in levels is variable. This is an action research project to support language development and engagement within lessons. We will develop a structure for how we teach structured talk at St Peter's and this will then be rolled out across school.	English lead will work with Jane Ralphs (consultant) and a teacher to be a pilot class. The strategies will be developed and then training will be delivered to all staff to roll this out across school.	JK	
To develop Talk for Reading as the approach to teach reading in KS2.	To improve the outcomes for reading at the end of each phase. To develop staff confidence in the delivery of TfR. For the quality of teaching in English to be at least good.	Children at St Peter's start with low levels of vocabulary and language. The teaching of reading has been variable. This approach is in line with how we deliver English in KS2.	Training for all staff. Planning sequences provided for teachers. Coaching and mentoring for staff from the English lead.		Termly
Total budgeted cost					£48,599
ii. Targeted support					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

Switch On Reading	For children in LKS2 to complete Switch On to get to their chronological reading age. For children to develop fluency in reading.	TA trained in Switch On. Children making rapid progress in decoding their reading. Decoding is the barrier to comprehension.	Children identified from data and discussions with class teachers. Timetabled sessions to be delivered by TAs. Progress to be reported to JK half termly.	JK	Half termly.
Year 6 booster groups	To increase the number of children achieving ARE at the end of Key Stage 2.	From data analysis and A4L, children can be taught in small groups any knowledge, skills are understanding that is not yet secure.	Timetables will be organised by the UKS2 lead and children will be assessed regularly so they are in the right group.	PC	Half termly and at the end of assessment points.
Read, Write, Inc small groups	To increase the number of children reading fluently. To increase the % of children passing the phonics screening. To support children in LKS2 who have not passed their phonic screening test.	Since implementing RWI, the % of children passing the phonics screening has increased. Children are grouped based on their ability, with smaller groups to ensure individual needs and reading stages are being addressed.	RWI lead will coach and mentor within lessons. Reading teachers attend weekly practice session to improve their practice. Children are reassessed half termly to ensure they are in the appropriate group. Pupil Progress meetings are held half termly with reading teachers.	KT	Half termly.

RWI 1:1 tutoring	To provide regular for support for targeted children to ensure children make progress with their reading.	RWI 1:1 sessions target specific needs and barriers for children who have been identified with a barrier to progress.	RWI lead will organise and identify children. 1:1 sessions will be lead by a trained reading teacher. RWI 1:1 training for staff who will be delivering this intervention.	KT JK	Half termly
------------------	---	---	---	----------	-------------

Total budgeted cost £34,682

iii. Other approaches

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To provide children with an enriched educational experience.	To develop wider experiences for the children. To go on regular school trips. To be able to speak about their curriculum with enthusiasm. To write from their experiences.	Children at St Peter's have a limited range of experience which impacts on writing, particularly vocabulary and ideas to write. By providing them with a range of experiences it enhances this, alongside enriching their educational experience.	Phase leaders will plan in trips and visitors during long term planning to enrich the experience of the wider curriculum.	PC, JK, KT	Termly

<p>To develop nurture provision for children who need social and emotional support.</p>	<p>To identify the different emotions people feel. To explain how they are feeling. To develop strategies to manage negative emotions. To develop social skills. To regulate their behaviour.</p>	<p>From discussions with the ELSA lead and progress evident in Boxhall profile assessments, this is having a positive impact on the children who access this. Last year, 2 children graduated from the nurture provision and 3 children reduced the number of sessions they were accessing this.</p>	<p>Boxhall profile assessments are completed termly. The SENCO works closely with the ELSA lead. The ELSA lead attends training regularly to support her in this role.</p> <p>During current guidelines, ELSA lead will support staff in the delivery of nurture interventions within the classroom.</p>	<p>DW KT</p> <p>DW</p>	<p>Termly</p>
<p>To provide targeted support through Think Children and Lego Therapy</p>	<p>To identify the different emotions people feel. To explain how they are feeling. To develop strategies to manage negative emotions. To develop social skills. To regulate their behaviour.</p>	<p>Success has been seen with children who have accessed these interventions in the previous academic year so these will continue.</p>	<p>SENCO and KS leads to identify children based on need.</p>	<p>KT</p>	<p>Termly</p>
<p>To purchase high quality texts.</p>	<p>To expose children to and engage them in reading for pleasure.</p>		<p>Dedicated reading time with a range of age appropriate texts. Where appropriate, texts will link to English Tfw units.</p>	<p>JK KS</p>	<p>Ongoing</p>
Total budgeted cost					£50,724
7. Additional detail					

