

Pupil premium strategy statement - 2020-21

School overview

Metric	Data
School Name	Antingham and Southrepps Primary School & Nursery
Pupils in School	69
Ever 6 Pupil Premium Children (14)	20%
Pupil premium allocation this academic year £1345 per child	£18,830
Post LAC Children	1
Post LAC Funding	£2345
Total Pupil Premium Funding	£21,175
Percentage of Pupil Premium Children	22%
Academic year or years covered by statement	2020-2023
Publish Date	April 2021
Review Date	July 2023
Statement authorised by	Mrs Sam Petchey
Pupil Premium lead	Mrs Sam Petchey
Governor lead	Mrs Marian Marsh (2020-21) Mrs Sia Vare (2021-22)

% at or above Spring term 2021

	Reading PPG	Reading Non-PPG	Writing PPG	Writing Non-PPG	Maths PPG	Maths Non-PPG
Year 1 3 children	33% 1	50% 4	0% 0	37.5% 3	100% 3	75% 6
Year 2 2 children	50% 1	50% 2	50% 1	75% 3	50% 1	25% 2
Year 3 2 children	50% 1	100% 5	0% 0	40% 2	50% 1	100% 5
Year 4 3 children	33% 1	67% 4	33% 1	50% 3	33% 1	43% 3
Year 5 0 children						
Year 6 2 children	100% 2	100% 4	100% 2	75% 3	100% 2	100% 4

Although some targets have not been reached as yet due to Covid-19 school closure until March, the Quality First Teaching and interventions used are having a positive effect.

Yellow highlighted boxes indicates where PPG children are below their peers. We are predicting a change in cohort in Year 1 from after half term which will impact significantly on PPG verses non-PPG.

Strategy aims and targeted academic support for current academic year

Area	Target priority	How we intend to achieve this target	Projected Costings	What success will look like
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1 Teaching	Improve Reading and Writing outcomes and vocabulary	<ul style="list-style-type: none"> • Teaching staff CPD on improving teaching of writing and improving children's vocabulary knowledge • LSA staff CPD on improving teaching of writing and improving children's vocabulary knowledge • Key text resources as a stimulus for writing • Lunchtime Book Club • Promote reading for pleasure through the use of the 100 Books to Read Before the end of Year 6 scheme • Provide opportunities for writing about real experiences and ensure purpose is given for writing • Provide devices to use at home for homework and possible school closure • CPD on high quality assessment and feedback • CPD on Sticky Knowledge and Pre teaching • Develop Home/school partnerships for our PPG pupils and identify an LSA as our home/school lead to support this • Focused homework tasks 	<p>£7900</p> <p>Spent £7830</p> <p>Carried forward £70</p>	<p>High quality teaching impacting positively on PPG children and all children</p> <p>Achievement in Reading and Writing 80% across the school</p> <p>Increase in progress scores from the end of KS1 to the end of KS2</p>
IMPACT and ACTIONS				
<p>RWI fully embedded from Reception and implemented across Nursery from the Spring term for those children in N2 who are ready. £3800 spent</p> <p>Books have been purchased to develop vocabulary across all classes. Introduced word of the day in every class, focus on PP children are their use of extended vocabulary in all subject areas. £150 spent</p> <p>New writing scheme introduced with extra adult support and 1:1 for PP children in KS2 class where there has been a legacy left from being an inadequate school. £1100</p> <p>VNET training for teacher on ways to support lowest 20% and ensure our PP children remain our focus too. £800 spent</p> <p>Librarians and lunchtime Library club introduced where PP children personally invited to join. There was a good take up from our PP children. Extra adult support in place to man the library once a week during lunchtime. We also purchased more library books with pupil voice including our PP children of which books they would like to see in the library. £1500 spent</p> <p>English lead supply cover to allow time spent with TA's to ensure high level of phonics teaching is maintained as well as providing extra support for our PP children working from home with show and tell, storytelling and extra reading sessions remotely. £480 spent</p>				
2 Targeted Support	Close the attainment gap with non-PPG children	<ul style="list-style-type: none"> • Identify gaps in learning and then provide reteach opportunities • Provide supported targeted homework • 1:1 and small group support during the writing process including supporting with 	<p>£4700</p> <p>Spent £3820</p> <p>Carried forward</p>	<p>High quality teaching impacting positively on PPG children and all children</p> <p>Achievement in Reading and</p>

		<ul style="list-style-type: none"> editing of work • Priority readers identified by class teacher • Targeted intervention for reading intervention • Provide devices to use at home for homework and possible school closure • The gap between pupil premium pupils and non-pupil premium (national) is no greater than 12% and at least 60% of PPG pupils achieve combined in KS2 • Extra teaching capacity for Y4 pupils • Identification of pupils requiring small group/1:1 tuition • Intervention programmes for pupils who have been identified as being furthest behind (/Spring term prior to return of full curriculum in Summer term) 	£880	<p>Writing 75-80% across the school</p> <p>Increase in progress scores from the end of KS1 to the end of KS2</p> <p>Children's range of vocabulary increasing evident through oral and written work</p>
IMPACT and ACTIONS				
<p>New writing scheme introduced with extra adult support and 1:1 for PP children in KS2 class where there has been a legacy left from being an inadequate school. £1100 spent</p> <p>Extra adult support in Year 4 across Maths, English and Reading £500 spent</p> <p>Subscription to Ed Shed VIPERS to support reading in KS2 £100 spent</p> <p>Extra adult support for 1 Year 4 child who is a struggling reader £600 spent</p> <p>Intervention for reading, spelling, time to talk and social and emotional time £1100 spent</p> <p>Whole class reading books purchased £420 spent</p>				
3 Wider approaches (ready to learn strategies)	Improve mental health and wellbeing	<ul style="list-style-type: none"> • Readiness to learn-breakfast club, free fruit and milk • High emphasis on developing social, emotional and learning competencies • Provide themed days focusing on mental health and well-being • LSA Class, small group and 1:1 support • Lunchtime Lego, skipping and gardening Clubs • Attendance support through HT • Improve behaviour through pupil behaviour profiles and in depth knowledge of strengths and triggers • Forming positive relationships • Enrichment through Forest School sessions, school trips and visitors in school • Use of catch up premium to support enrichment afternoons once a week 	<p>£4500</p> <p>Spent £4770</p> <p>Carried forward £0</p> <p>£230 overspend</p>	<p>Children are ready to learn when they arrive at school</p> <p>Positive impact through emotional well-being tracker</p> <p>Children have a greater understanding of the link between health, well-being, readiness to learn and achievement</p> <p>Reduction of incidents on the behaviour log</p> <p>Positive responses to pupil questionnaires</p> <p>Improvement of behaviour for</p>

		<ul style="list-style-type: none"> STEP UP staff training planned for September 2021 we are looking at doing this in the summer term 2022 with GVS Fund or part fund school trips and 50% fund residential trips Offer fully funded breakfast and after school places 		<p>learning observed through learning walks</p> <p>Clear understanding of learning powers and positivity building character strength through pupil interviews (showing that these are embedded in the School's culture and values)</p> <p>Monitoring the use of the worry box by HT, DS and HC</p>
IMPACT and ACTIONS				
<p>Food for breakfast and after school club and for those PP children who come to school without having had breakfast £110 spent</p> <p>Wellbeing and social stories to support social and emotional wellbeing £120 spent</p> <p>Release time for class teachers and the school SENDCo to meet with parents of PP children to discuss progress, next steps and enrichment beyond school £400 spent</p> <p>Supply cover for teachers to begin to start case studies of a selection of PP children and share these during pupil progress meetings £400 spent</p> <p>Funded support for theme days, costumes provided, ice cream Fridays and Hot Chocolate Thursdays to enable PP children to take part £170 spent</p> <p>Part funded trip to the activity centre in July 2021 (x11 pupils subsidised) £330 spent</p> <p>Equipment to support weekly enrichment afternoons – sewing, gardening, cooking, forest school and STEM Lego £150 spent</p> <p>Staff CPD to support attendance, learning and engagement £400 spent</p> <p>Cost of running weekly skipping club where PP children were invited by the HT £350 spent</p> <p>New playground equipment to support better pupil communication, turn taking and play together £400 spent</p> <p>Fully funded after school and breakfast clubs £1900 spent</p>				

Barriers to learning these priorities address	Low income, lack of support with homework, lack of reading opportunities at home, lower attendance and punctuality, low aspirations and opportunities to partake in activities outside of school, lack of support for parents, low self-esteem (pupils and parents), lack of enrichment opportunities, pupil's behaviour outside of school, social difficulties at school during playtime and lunch time and a lack of confidence, knowledge, skills and self-belief in some subject areas.
Projected Spending	£17,100
Actual Spending	£16,420
Carried Forward	£680

Teaching priorities for the current and the next academic year

Aim	Target	Target Date
Progress in Reading	Achieve national average progress scores in KS2 Reading (0)	July 22
Progress in Writing	Achieve national average progress scores in KS2 Writing (0)	July 22
Progress in Mathematics	Achieve national average progress scores in KS2 Mathematics (0)	July 22
Phonics	Achieve national average expected standard in screening check	End of autumn term 21
Other	Improve attendance of disadvantaged pupils to average of 97%	End of summer term 22