

## Pupil premium strategy / self-evaluation 2020-21



Pinfold Street  
Primary School



1. Summary information					
<b>Academic Year</b>	2020-21	<b>Total PP budget</b>	£273,035	<b>Date of most recent PP review</b>	Ofsted: June '17 In school: July '20
<b>Total number of pupils</b>	420	<b>Number of pupils eligible for PP</b>	203	<b>Date for next internal review</b>	July 2021

2. Current attainment						
	<i>Pupils eligible for PP (your school)</i>			<i>Pupils not eligible for PP (nat. average)</i>		
	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>
<b>KS2</b>						
% achieving expected standard or above in reading	46%	45%	45%			78%
% achieving expected standard or above in writing	62%	68%	71%			78%
% achieving expected standard or above in maths	59%	62%	65%			79%
% achieving expected standard or above in r, w & m	36%	38%	39%			71%
<b>KS1</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>
% achieving expected standard or above in reading	78%	75%	62%			78%
% achieving expected standard or above in writing	70%	50%	48%			73%
% achieving expected standard or above in maths	78%	64%	48%			79%
<b>Year 1</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>
Phonics Screening Check	67%	83%	63%			84%

<b>3. Barriers to future attainment (for pupils eligible for PP)</b>		
<b>Academic barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )		
<b>A.</b>	Speech & Language barriers oral language skills in EYFS upon entry to school are lower for all children and lower for PP children than for other pupils.	
<b>B.</b>	Lack of Personal Social and Emotional development/strategies	
<b>C.</b>	Low level of basic skills 100% of pupils enter school below age related expectations	
<b>D.</b>	Some families do not have access to ICT resources that would enable quality remote learning	
<b>Additional barriers</b> ( <i>including issues which also require action outside school, such as low attendance rates</i> )		
<b>E.</b>	High levels of deprivation – approximately 82% of families live in most deprived areas	
<b>F.</b>	Low parental aspirations – previous poor encounters with education	
<b>G.</b>	Safeguarding concerns/community concerns/welfare issues	
<b>H.</b>	Poor diet and health/routines/daily structures – use healthy weight indicators from EH PP	
<b>4. Intended outcomes</b> ( <i>specific outcomes and how they will be measured</i> )		<b>Success Criteria</b>
<b>A.</b>	Improved oral language skills	Pupils' needs are accurately identified and pupils receive the appropriate SP&L support support additional support either through NELI, Wellcomm, SALT. Pupils make rapid progress by the end of the year and meet at least age-related expectations
<b>B.</b>	Pupils develop a range of social and emotional skills/strategies	Children needing both SCG and Nurture will be able to access for a term. Children with high SEMH needs on the authority tracking system will be allocated a known safe adult. Children will have a better understanding of the range of emotions they are and practise using strategies to self-manage and self-regulate
<b>C.</b>	Improved attainment of GLD, within 10% of national, at the end of the academic year.	Resource pack and Pinfold reading bag is provided for every new Reception starter at Pinfold, pack includes first set of RWI sound cards and corresponding CVC words, HFW flash cards, number activities, name writing activities. When pupils start school, their needs in C&L, phonics and number are accurately identified (Number sense, RWI, and language programmes). Pupils receive high quality first teaching and additional support through targeting and intervention sessions. Pupils' make rapid progress by the end of the year.
<b>D.</b>	All pupils will have a device provided for use at home to access remote learning. Where internet is needed, school will provide dongles and data packages.	School offer is communicated well to parents and parents feel confident to approach school for support. DfE laptops will be provided for KS2 pupils and school Ipads will be provided for KS1/EYFS pupils. School obtained Vodaphone routers and data cards to issue. All pupils actively take part in remote learning.

<b>E.</b>	School will contribute towards costs and resources to ensure that pupils have access to everything they need at home.	Schools subsidise/cover completely, costs of school trips/events. Offer of paper packs of work, reading books that can be left in the home, art packs with range of crafting materials/activities. Parents worries are reduced and pupils feel supported by school. Pupils take part in educational
<b>F.</b>	Improvement in pupils' self-esteem and experiences are increased, leading to passions and interests being ignited. Pupils have hopes, dreams and goals.	Through introduction of Building Learning Power (which incorporates growth mindset, resilience) pupils become confident in their abilities as learners and aspire to achieve well. A common and consistent language for Building Learning Power is used by staff, BLP assemblies and mascots in classes will motivate pupils. The enrichment programme offers a vast range of opportunities to spark hopes, dreams and goal setting.
<b>G.</b>	School's safeguarding systems and processes are thorough and staff are trained to identify and allocate the right help at the right time.	Pupils and parents receive appropriate support to ensure that pupils physiological needs are met and best endeavours made to ensure pupils are being protected from any forms of harm
<b>H.</b>	Increased knowledge of what constitutes a healthy diet, pupils strive to lead physically and mentally healthy lifestyles.	The curriculum extends beyond the academic, technical or vocational. It provides for learners' broader development, enabling them to develop and discover their interests and talents. The school enrichment offer includes 'food preparation and handling' sessions/qualifications and gardening/planting and food growing. Pupils spend time regularly on the school farm.

## 5. Review of expenditure

**Previous Academic Year**

**See website: Pupil Premium Evaluation 2019-2020**

## 6. Planned expenditure

**Academic year**

**2020-21**

### 1) Quality of teaching for all

<b>Desired outcome</b>	<b>Actions</b>	<b>Evidence and rationale for this choice?</b>	<b>Success Criteria</b>	<b>Staff lead</b>	<b>Costs and review timescales</b>
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<p>SDP Target 6 Staff are confident and have necessary skills when teaching phonics</p>	<ul style="list-style-type: none"> <li>➤ RWI refresher training – 12 month subscription to online training for all staff – CW to complete staff analysis of training needs, followed by an action plan of CPD for staff throughout the year.</li> <li>➤ Ongoing support for CW and selected staff from RWI consultant throughout the year.</li> <li>➤ Purchase new resources.</li> <li>➤ 6 weekly pupil assessments to inform groupings and conduct deep analysis of DA.</li> <li>➤ Launch new assessment/tracking system for all year groups</li> </ul>	<p><b>EEF Toolkit Phonics +4 months</b> To improve our phonic outcomes for disadvantaged pupils as they are currently well below national average</p>	<p>Implementation of the curriculum is effective, resulting in accelerated progress for all and especially <b>DA pupils and phonics screening data in line with national or above.</b> Pupils know the intent of their learning and data shows accelerated progress and standards rise.</p>	<p>CW</p>	<p>£5,000 training costs and time</p>
<p>SDP Target 7 Reading lessons are planned and meet pupils' needs based on in depth analysis  FOCUS Dis Advantaged pupils</p>	<ul style="list-style-type: none"> <li>➤ Staff to analyse RWI assessments/NFER reading papers termly. Upload all children and create teacher accounts on NFER Hub. Staff meeting for staff to analyse Aut 2 NFER papers.</li> <li>➤ Purchase cold comprehension resource to ensure consistency across the school.</li> <li>➤ Staff use cold comprehension Autumn 1, Spring 1 and Summer 1 to identify gaps and plan lessons to meet needs identified.</li> <li>➤ VG to support staff with planning / assessing in PPA virtually via email or Teams.</li> <li>➤ Create and launch new reading assessment grids on Excel.</li> <li>➤ WCR folder monitoring and QICCEs completed as required.</li> </ul>	<p><b>EEF Toolkit Reading Comprehension strategies +6 months</b> To improve our reading outcomes for disadvantaged pupils as they are currently well below national average</p>	<p>Monitoring of planning will show lessons are targeted to pupil needs and this will improve reading outcomes.</p>	<p>VG</p>	<p>£2,500</p>
<p>SDP Target 8 Teachers have a good pedagogy for teaching reading. Lessons focus on specific skills linked to VIPERS.</p>	<ul style="list-style-type: none"> <li>➤ Create document of example activities for each skill.</li> <li>➤ Modelling of WCR lessons (including effective use of the Vocabulary Vault).</li> <li>➤ VG to support staff with planning / assessing in PPA virtually via email or Teams.</li> <li>➤ Staff are given three WCR texts per half term to ensure wide range of genres, topics and vocabulary.</li> <li>➤ Ongoing CPD for VG from English Subject Leader Network meetings and other relevant virtual training. Share ideas with staff.</li> <li>➤ Learning walks and QICCEs as required.</li> </ul>	<p><b>EEF Toolkit Reading Comprehension strategies +6 months</b> To improve our reading outcomes for disadvantaged pupils as they are currently well below national average</p>	<p>Teachers have a full understanding of teaching reading – word reading and comprehension (VIPERS). Pupils develop good wider vocabulary using the Vocabulary Vault and a range of text types and topics. Pupils know the intent of their learning using VIPERS. Data shows expected/accelerated progress and a rise in standards.</p>	<p>VG</p>	<p>£2,500</p>

<p>SDP Target 12 Teaching of Maths is consistently good across the school by planning lessons through in-depth analysis and a mastery approach</p>	<ul style="list-style-type: none"> <li>➤ Specific maths sessions on the use of Ready to Progress materials</li> <li>➤ Staff to analyse 'Show me' Assessment booklets and plan catch up sessions to address gaps/misconceptions</li> <li>➤ Staff to analyse NFER maths assessments. Upload all children and create teacher accounts on NFER Hub.</li> <li>➤ TG to support staff with planning / assessing in PPA virtually via email or Teams.</li> <li>➤ Create and launch new reading assessment grids on Excel.</li> <li>➤ QICCEs completed as required. Book monitoring when required.</li> </ul>	<p><a href="#">EEF Toolkit Mastery learning +5 months</a> Build on improvements in outcomes made so far</p>	<p>Teachers plan learning journeys using the principles of Mastery In-depth analysis pinpoints needs which are then addressed, ensuring pupils progress with solid foundations</p>	<p>TG</p>	<p>£5,000</p>
<p>SDP Target To improve pupils attitudes to learning and independence through knowing how they learn and how to manage their own learning</p>	<ul style="list-style-type: none"> <li>➤ Teachers specifically focus on BLP and pupils know what each R is and the associated learning muscles.</li> <li>➤ Teachers to complete lessons in school to make a learning guide eg 'My guide to learning at home' with personalized strategies that pupils can use when approaching learning at home. Strategies to be successful etc. Pupils can take this home for whenever they are isolating or have it uploaded to SeeSaw, ready to use.</li> <li>➤ Meet individually with any pupils who did not access learning at home. Through support, discuss how school can help them in case they have to stay at home again.</li> <li>➤ Teachers to upload BLP activities as part of the remote leaning offer.</li> <li>➤ Monitor BLP activities uploaded to SeeSaw ensuring that teachers are following the remote learning expectations.</li> <li>➤ Classroom monitoring to ensure BLP display in each room and being referenced during learning.</li> <li>➤ Create a central BLP display in the hall which can be referred to during whole school assemblies.</li> </ul>	<p><a href="#">EEF Toolkit Metacognition and self regulation +7 months</a> Pupils improved attitudes to learning will lead to increased attainment</p>	<p>All children who are self-isolating are completing all home learning tasks using their personalized guide to support them.</p> <p>Parents are fully engaged with school and supporting isolated students to complete work daily.</p> <p>BLP is embedded throughout the school through linked lessons on SeeSaw to a central BLP display.</p> <p>Children have an understanding of what makes them effective learners and can communicate this.</p> <p>Children and teachers refer to the common BLP language when discussing learning.</p>	<p>RW</p>	<p>£2,000</p>

<p>SDP Target 31 Provide high quality Remote Learning for pupil who are self-isolating or when school there is a national lockdown</p>	<ul style="list-style-type: none"> <li>➤ Review technology and internet access at home.</li> <li>➤ Order devices for children who need them to access home learning.</li> <li>➤ Carry out Remote Learning Analysis of isolating year groups.</li> <li>➤ Monitor teacher tasks on SEESAW for isolating year groups first and then whole school.</li> <li>➤ Gather parent voice from isolating classes and gather their ideas around remote learning, what worked well, what improvements can be made and levels of participation.</li> <li>➤ Create a tips and advice sheet for pupils and parents for using SeeSaw. This will be made up of parent voice suggestions and teacher interviews when returned to school.</li> <li>➤ Interview children who did not complete any home learning. Through support, focus on how school can help them complete home learning should they have to isolate again.</li> <li>➤ Monitor folder organization on SeeSaw for each class and the content, ensuring that folders are being used to organize each classes work.</li> <li>➤ Review remote learning expectations after carrying out any monitoring and ensure that it is suitable for our children.</li> <li>➤ Compare any analysis after improvements made to remote learning expectations.</li> <li>➤ To provide RADY/DA pupils with a device or place in school.</li> </ul>	<p>Requirement to continue to provide education during the coronavirus pandemic</p>	<p>Remote learning package is available for pupils who are at home.</p> <p>Pupils have access to either a device at home or a school device and internet access is available.</p> <p>Work provided daily for R,W,M and afternoon sessions – this work aligns closely to work in class. Feedback is provided for pupils.</p> <p>A growing percentage of children are engaging with home learning.</p> <p>All DA pupils have been offered a place in school or a device to complete home learning.</p> <p>High % of pupils engaging with home learning.</p>	<p>RW</p>	<p>£15,000 for devices in KS1</p>
<b>Total budgeted cost</b>					<p>£27,000</p>

## 2) Targeted academic support

Desired outcome	Actions	Evidence and rationale for this choice?	Success Criteria	Staff lead	Costs and review timescales
SDP Target 29 Raise Attainment of Disadvantaged Youngsters	<ul style="list-style-type: none"> <li>➤ SLT to receive training with Challenging Education and disseminate information to the staff in a staff meeting.</li> <li>➤ Launch the RADY process in school and the essentiality that teachers provide equity</li> <li>➤ Have high expectations for all.</li> <li>➤ Staff to apply the uplift identified DA pupils in RWM. To identify pupils 3 per class and increase their expectation across the subjects.</li> <li>➤ Launch the RADY process with TAs</li> <li>➤ Assign a RADY governor</li> <li>➤ Staff meeting to focus on raising expectations for pupils, particularly with RADY pupils, avoiding sympathy approach.</li> <li>➤ Complete behaviour analysis – PP vs non PP</li> </ul>	Raise the attainment of disadvantaged youngsters in our school as they are below national	Identified pupils will close the gap and make accelerated progress over time	SLT	£3,000
SDP Target 24 In EYFS Use Comm and Language screening and targeted work to improve outcomes for children	<ul style="list-style-type: none"> <li>➤ All staff receive training on WellComm</li> <li>➤ Use new WellComm Tracker to identify children for two Early Talk Boost Groups</li> <li>➤ Apply for DFE-promoted Nuffield Early Language Intervention (NELI) to begin in January 2021</li> <li>➤ Language First Core Training Sessions– Victoria Day SLE sessions</li> <li>➤ Staff to have a list of children needing WellComm work within the unit and activities to target them with during child initiated learning.</li> <li>➤ S&amp;L to assess this, children most in need and provide targets and activities to feed into our provision.</li> </ul>	<p>EEF toolkit Oral language +5 months</p> <p>EEF toolkit Early Years interventions +5 months</p> <p>Improve outcomes, particularly in Communication and Language</p>	All children to make expected progress and most to make accelerated progress in Communication and Language	DDV	% towards TA salaries

<p>SDP Target 5 Pupils have access to appropriate text, matched to their ability.</p>	<ul style="list-style-type: none"> <li>➤ Pupils assessed and colour coded on the reading class overview sheet.</li> <li>➤ Pupils below ARE to be coloured orange – indicating they need to be heard read by an adult in school 3 times per week.</li> <li>➤ Pupils well below ARE to be coloured red – indicating they need to be heard read by an adult in school 4/5 times per week.</li> <li>➤ Ensure all stages of reading books and sufficient amount of books for each level are available to each bubble in school</li> </ul>	<p>Improved outcomes for pupils in reading</p>	<p>All texts matched to pupils' phonic/reading knowledge. This embeds confidence and a joy of reading. The home reading books are organised by the sounds they contain. Then labelled by Accelerated Reading programme. Pupils who need the most support in reading are prioritised, with the aim of all pupils reading fluently, confidently and choose to read for pleasure.</p>	<p>TB VG CW</p>	<p>£5,000 for books</p>
<p>To provide phonics interventions</p>	<ul style="list-style-type: none"> <li>➤ <b>Implement Wobbly Wallet</b> - forms to be completed for pupils who need additional support to maintain the pace of the group.</li> <li>➤ <b>Implement Concerns</b> – forms to be completed for children who have identified a specific need for (e.g. visual impairment, hearing impairment, pupil in wrong group)</li> <li>➤ Nominate 'Phonics lead' in each year group who will lead the interventions</li> <li>➤ Allocate specific time on the phonics lead timetable to deliver the interventions to pupils</li> <li>➤ Provide additional training to upskill phonics lead</li> </ul>	<p><b>EEF Toolkit Phonics +4 months</b> To improve our phonic outcomes for disadvantaged pupils as they are currently well below national average</p>	<p>Pupils will complete the phonics programme with no gaps. Pupils will be able to decode texts fluently, therefore improving their overall comprehension skills and enjoyment of reading.</p> <p>Increased phonics screening scores for disadvantaged pupils, closing the gap within school and nationally</p>	<p>CW</p>	<p>% towards TA salaries</p>
<p>Reduced class sizes for identified pupils to ensure that pupils will receive a bespoke curriculum</p>	<ul style="list-style-type: none"> <li>➤ Use data to identify year groups that would benefit from this approach.</li> <li>➤ Class size of 10-15 pupils identified by SEND coordinator as requiring a bespoke curriculum</li> <li>➤ Teacher to modify teaching strategies and provide additional 1:1 quality feedback time with each pupil.</li> </ul>	<p><b>EEF Toolkit Reducing class sizes + 3 months impact</b> SEND pupils achieving well below and not making sufficient progress</p>	<p>Pupils make accelerated progress due to the adapted teaching strategies and increased proportion of time with the teachers. Pupils will received more time receiving 1:1 feedback from teachers</p>	<p>TB</p>	<p>% towards teacher salaries</p>



Re-structure Nurture and SCG so children in all year groups receive appropriate support across the year	<ul style="list-style-type: none"> <li>➤ Autumn term: Re-structure of support to match skill set required for each year group based on analysis on needs within the year group: Nurture, Learning Mentor, Social Communication Group, Lego therapy, Speech and language programmes</li> <li>➤ Organise additional training so upskill more teachers/Teaching assistants to support pupils within the year group (to adhere with bubbles not mixing)</li> <li>➤ Range of enrichments activities to be planned per half term</li> </ul>	<p><a href="#">EEF Toolkit Social and Emotional learning +4 Months impact</a></p> <p>A variety of children with SEMH needs in different cohorts. Increased proportion of pupils on SEND register with SEMH needs.</p>	Children needing both SCG and Nurture will be able to access for a term. Children with high SEMH needs on the authority tracking system will be allocated a known safe adult. Timetable for TAs across the year ensure that the skills required	EY CW	% towards TA salaries
<b>Total budgeted cost</b>					£8,000

### 3) Other approaches/wider strategies

Desired outcome	Actions	Evidence and rationale for this choice?	Success Criteria	Staff lead	Costs and review timescales
Salary including oncosts for a Parent Support Advisor families	<ul style="list-style-type: none"> <li>➤ Focus on engaging with parents/carers of vulnerable and disadvantaged</li> <li>➤ Attend training based on needs of parents/emerging issues</li> <li>➤ Higher levels of engagement with hard to reach families, resulting in improved attendance, higher standards and accelerated progress</li> </ul>	Safeguarding caseload in school	Pupils and parents receive appropriate support to ensure that pupils physiological needs are met and best endeavours made to ensure pupils are being protected from any forms of harm	TB	£25,000 PSA Salary

<p>Promote parental engagement in learning by providing Read Write Inc. homework resources for supporting children's English at home</p>	<ul style="list-style-type: none"> <li>➤ ALL new Reception pupils were provided with Pinfold reading bags with phonics cards, name writing activities and maths activities in July 2020 in preparation for them attending school in September 2020</li> <li>➤ Staff to videos demonstrating how to use the resources and share with parents.</li> <li>➤ Set 1 cards, green word cards and red word cards to be provided as pupils move through the phonics programme</li> </ul>	<p>EEF toolkit Parental engagement +3 months</p>	<p>Equity for all pupils as resources were provided by school. Positive engagement between school and parents Parental educational support expectations show from the outset, Higher levels of engagement with hard to reach families, resulting in improved attendance, higher standards and accelerated progress</p>	<p>CW</p>	<p>£3,000</p>
<p>Work with Attendance Officer to introduce further strategies to improve attendance</p>	<ul style="list-style-type: none"> <li>➤ Provide support, training and strategies for attendance team in school</li> <li>➤ Physically attend properties of pupils whose reason for absence is not known</li> <li>➤ Physically attend properties where there are safeguarding concerns</li> </ul>	<p>EEF toolkit Parental engagement +3 months</p>	<p>Attendance data shows that consistently, no groups of pupils have significantly lower attendance than national.  Reduction in the number of persistently absent pupils therefore reduced gaps in learning</p>	<p>CW</p>	<p>£3,000 for SLA with S4S</p>
<p>Mental Health benefits of being with animals farm and outdoor</p>	<ul style="list-style-type: none"> <li>➤ Lay path leading to farm and cover whole area where animals are with membrane and stones so it is accessible to pupils all year round</li> <li>➤ Install full mains electricity and insulate The Hive to provide an outdoor classroom which is usable all year.</li> <li>➤ Part pay for upkeep and medical care of animals.</li> <li>➤ Provide lunchtime assistant to run sessions twice a week.</li> </ul>	<p>Increase in proportion of pupils experiencing SEMH needs</p>	<p>Emotional well-being improved when pupils spend time with the animals Hard to reach pupils engaged. all year round. Increased interest in outdoors, environment and wildlife is evident. Increased self-esteem observed.</p>	<p>CW EY</p>	<p>£10,000</p>
<p>Enrichment in school</p>	<ul style="list-style-type: none"> <li>➤ Organise a range of opportunities for pupils to access that they would not usually experience. Opportunities to include music, art, drama, outdoor adventures etc</li> </ul>	<p>Pupils in area do not tend to have as many life experiences as non disadvantaged pupils</p>	<p>The curriculum extends beyond the academic, technical or vocational. It provides for learners' broader development, enabling them to develop and discover their interests and talents</p>	<p>SLT</p>	<p>£20,000</p>
<b>Total budgeted cost</b>					<b>£61,000</b>

<b>1. Additional detail - % contributions from Pupil Premium towards salaries</b>	
40% of all TA salaries = 130,000 Contribution towards teachers' salaries = £44,000	<b>£174,000</b>
<b>Overall total budgeted cost</b>	<b>£61,000</b>
<b>Budget remaining to be allocated across the year</b>	<b>£3,000</b>