

Ancaster Church of England Primary School
Pupil Premium Strategy Plan 2019 - 2021



SUMMARY INFORMATION			
Pupil Premium Strategy Plan			
CURRENT PUPIL INFORMATION 2020 - 2021			
Total number of pupils:	187	Total pupil premium budget:	£47 075 (cfwd £7590) £54665
Number of pupils eligible for pupil premium:	Ever 6 & FSM 35 children- 20% 35 FSM currently -19% 3 Ever 6 -2% 24 Service Child Premium - 13% 4 Post Looked After Children and Looked After Children – 2%		

COHORT INFORMATION- 2020 -2021		
CHARACTERISTIC*	NUMBER IN GROUP	PERCENTAGE OF GROUP
Boys	92	49.2%
Girls	95	50.8%
SEN support	33	18%
EHC plan	10	5.3%

COHORT INFORMATION- 2020 -2021

EAL	10	5.3%
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Assessment data 2019 (No updated data in 2020 due to Covid-19)

EYFS						
	Pupils eligible for PP	All pupils	National average	Data from previous 3 years		
				2016-17	2017-18	2018-19
Good level of development (GLD)	50%	83%	71%	81%	89%	83%

YEAR 1 PHONICS SCREENING CHECK					
All pupils	Pupils eligible for PP	National average	Data from previous 3 years		
			2016-7	2017-18	2018-19
84%	71%	81%	84%	82%	84%

END OF KS1								
		RWM	Reading		Writing		Maths	
			School	National	School	National	School	National
EXS	All Pupils	76%	81%	75%	77%	69%	77%	76%
	Pupil Premium	75%	75%		75%		75%	
	Non- Pupil Premium	76%	82%		76%		76%	
HIGH SCORE/GDS	All Pupils	29%	School	National	School	National	School	National
			29%	25%	29%	15%	29%	22%
	Pupil Premium	0%	0%		0%		0%	
	Non- Pupil Premium	35%	35%		35		35%	

END OF KS2 – 2019

		RWM		Reading		Writing		Maths		GPS
		School	National	School	National	School	National	School	National	
EXS	All Pupils	67%	65%	71%	73%	92%	78%	88%	79%	96%
	Pupil Premium	71%		71%		100%		100%		100%
	Non- Pupil Premium	65%		71%		88%		82%		94%
High Score/GDS	All Pupils	School	National	School	National	School	National	School	National	13%
		4%	11%	17%	27%	29%	20%	13%	27%	
	Pupil Premium	0%		14%		29%		14%		14%
	Non- Pupil Premium	6%		18%		29%		12%		12%

ATTENDANCE DATA		
2019-20	Pupil Premium /Disadvantaged Pupils	Whole School
Attendance	94.79%	97.02%

LONG-TERM PLAN (3 YEAR TIMESCALE):

Main barriers to Achievement

1. Attendance – attendance for PP (disadvantaged pupils) is below the attendance of all children.
2. 18% of children have special educational needs compared to 12.8% of children nationally.
3. 5.3% of our children with special educational needs have an EHCP compared to 1.8% nationally.
4. Learning loss due to school closure from March 2020 for the wider school due to Covid 19 particularly noticeable in maths, spelling and grammar understanding.

Priorities

1. Close the 'in school' gap in reading between dis-advantaged and non-disadvantaged children.

SDP 1: Every child to reach their potential through the delivery of a broad and balanced curriculum which effectively combines the acquisition of knowledge with the development of skills.

2. More children to achieve higher standards by the end of KS1 and 2.

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SDP 3: The Curriculum is skilfully adapted to suit the needs of all pupils ensuring high levels of challenge for pupils with SEND as well as those working at Greater Depth

3. To improve attendance

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4. To use whole school strategies and targeted approaches to close gaps for identified children and/or groups of children across the school.

Catch Up Plan: Key Action: To provide curriculum-based resources to enable effective opportunities for Catch Up across the school.

PRIORITY 1: CLOSE THE 'IN SCHOOL' GAP IN READING BETWEEN DISADVANTAGED AND NON-DISADVANTAGED CHILDREN

Desired Outcome	Actions/approach to be taken	What is the evidence and rationale for this?	By whom	Resources needed and costs	Success criteria
<p>1. Children to have access to quality first teaching which is good or better.</p> <p>2. Teachers have clear understanding of the gaps which remain and use this information to inform their teaching.</p>	<p>KS2 children taught in smaller class sizes.</p> <p>Ongoing monitoring activities as per SDP Priority 1</p> <p>Pupil Premium Clinics 3 x a year to discuss their termly outcomes and identify interventions</p> <p>Knowledge, skills and vocabulary planned progressively in our revised curriculum.</p> <p>Continued professional development for all staff – metacognition, recall and retrieval and breaking learning into smaller chunks.</p> <p>Teaching Assistants allocated to each class to support learning in English and Maths.</p> <p>Standardised Tests used termly in reading, maths and grammar, punctuation and spelling (in addition to a benchmarking sets in October from the previous year) throughout the year to identify individual and contextual group strengths and gaps in children's learning.</p>	<p>EEF research shows that carefully planned good teaching can particularly benefit disadvantaged children.</p> <p>EEF Toolkit- reduction in class size can result in a 3 month increase in progress.</p> <p>EEF Toolkit – Within-class attainment grouping can result in a 3 month increase in progress.</p>	<p>SLT</p>	<p>£30209 Teaching Cost</p> <p>£17 676 – Teaching Assistant Costs</p>	<p>-Attainment of disadvantaged pupils is in line with or above national at end of KS2 and KS1</p> <p>-Gaps in attainment between disadvantaged and non-disadvantaged pupils are narrowed or closed.</p>

<p>2. Improved robustness of assessment data and its use to close gaps.</p>	<p>Continued involvement in Rising Stars trial for development of tests to ensure most accurate information about children's outcomes.</p> <p>Pupil Progress Meetings Pupil Premium and SEND Clinics</p> <p>Monitoring activities as per SDP priorities.</p> <p>Termly Standardised Tests outcomes are entered into Rising Stars Mark to enable ongoing gaps in children's understanding to be identified and addressed in future learning opportunities.</p> <p>Standardised Test outcomes are saved to Insight to allow tracking of performance for PP children.</p> <p>Analysis of PP data following termly assessments (Pira, Puma, GaPS)</p>	<p>Analysis of data to identify disadvantaged children for interventions (link to Pupil Premium Clinics)</p>	<p>SLT and Maths & English SLs</p>		<p>-Attainment of disadvantaged pupils is in line with or above national at end of KS2 and KS1</p> <p>-Gaps in attainment between disadvantaged and non-disadvantaged pupils are narrowed or closed</p>
<p>3. Intervention and support is identified and provided to address gaps.</p>	<p>Half day non-contact time for SENDCO to coordinate interventions for identified PP who are also SEND children and monitor quality of interventions.</p> <p>SENDCO liaise with PP Lead to identify children who are disadvantaged and have special educational needs.</p> <p>SEND and Pupil Premium Clinics 3 x per year.</p> <p>PP Lead monitoring of interventions – Learning Walks</p>	<p>Joined up approach for those children who have</p>	<p>Senco and DHT ST time and reports</p>	<p>£17 676– Teaching Assistant Costs</p> <p>£3050 Specialist Teacher Costs More up to date costs?</p>	<p>Gaps in attainment between pupil premium and non-pupil premium pupils are narrowed or closed.</p> <p>Impact on attainment and progress outcomes for SEND/PP children</p> <p>Quality of interventions are judged as good or better.</p>

PRIORITY 2: MORE DISADVANTAGED CHILDREN TO ACHIEVE HIGHER STANDARDS BY THE END OF KS1 AND 2

Desired Outcomes	Actions to be taken approach to be taken /	What is the evidence and rationale for this?	By whom	Resources needed and costs	Success criteria
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<p>1. More disadvantaged children to achieve GDS at the end of KS1 in reading, writing and maths.</p>	<p>Knowledge and skills mapped progressively to ensure knowledge and concepts are revisited.</p> <p>Retrieval and recall tasks built into lesson design to facilitate learning being remembered more.</p> <p>Identification of children at Pupil Progress Meetings and Pupil Premium Clinics for intervention to address gaps.</p> <p>Daily Catch Up Maths, Grammar and Spelling/ Phonics sessions are taught in each year group focusing on learning from the previous year group which was not taught due to closure.</p> <p>Standardisation of homework provision to ensure that all children get quality learning opportunities that support recent learning in class or address gaps in learning identified through the purchase of CGP books.</p> <p>Introduction of White Rose Premium maths resources to ensure that quality teaching materials are used in class and for remote learning when needed to incorporate a recap of the previous year group's learning and retrieval of ongoing learning.</p>	<p>Rosenshines and other evidence on cognitive load theories – recall and retrieval.</p> <p>Mastery approach to build opportunities for learning to be re-visited and applied.</p> <p>EEF Toolkit – Homework can have the impact of adding 2 months progress to learning when used as short, focused intervention that relates directly to what is being taught in class.</p> <p>EEF- Research surrounding long term memory suggests daily retrieval practice supports retention of knowledge.</p> <p>Mastery approach to Maths is shown to impact on maths problem solving and reasoning skills.</p> <p>EEF Toolkit – Within-class attainment grouping can result in a 3 month increase in progress.</p>	<p>SLT English and Maths SLs</p>	<p>£30209 Teaching Cost</p> <p>£17 676 – Teaching Assistant Costs</p>	<p>All teaching and interventions are recorded as good or better in triangulated learning walks.</p> <p>Attainment of pupil premium pupils is in line with or above national at end of KS1</p> <p>Gaps in attainment between pupil premium and non-pupil premium pupils are narrowed or closed</p> <p>There is an increased % of pupil premium children working above national average.</p> <p>Children will be assessed against the previous year objectives focused on in Catch Up sessions on Insight to give a fuller picture about each child's attainment and gaps being met.</p> <p>Homework is more closely linked to what has been taught in class and the quality of work sent home is standardised.</p>
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<p>2. More disadvantaged children to achieve GDS at the end of KS2 in reading and maths.</p>	<p>Knowledge and skills mapped progressively to ensure knowledge and concepts are revisited.</p> <p>Retrieval and recall tasks built into lesson design to facilitate learning being remembered more.</p> <p>Identification of children at Pupil Progress Meetings and Pupil Premium Clinics for intervention to address gaps.</p> <p>Daily Catch Up Maths, Grammar and Spelling sessions are taught in each year group focusing on learning from the previous year group which was not taught due to closure.</p> <p>Standardisation of homework provision to ensure that all children get quality learning opportunities that support recent learning in class or address gaps in learning identified through the purchase of CGP books.</p> <p>Introduction of White Rose Premium maths resources to ensure that quality teaching materials are used in class and for remote learning when needed to incorporate a recap of the previous year group's learning and retrieval of ongoing learning.</p>	<p>Rosenshine's and other evidence on cognitive load theories – recall and retrieval.</p> <p>Mastery approach to build opportunities for learning to be re-visited and applied.</p> <p>EEF Toolkit – Homework can have the impact of adding 2 months progress to learning when used as short, focused intervention that relates directly to what is being taught in class.</p> <p>EEF- Research surrounding long term memory suggests daily retrieval practice supports retention of knowledge.</p> <p>Mastery approach to Maths is shown to impact on maths problem solving and reasoning skills.</p> <p>EEF Toolkit – Within-class attainment grouping can result in a 3 month increase in progress</p>	<p>SLT English and Maths SLs</p>	<p>£30209 Teaching Cost</p> <p>£17 076 – Teaching Assistant Costs</p> <p>Third Space Learning & NFT</p> <p>£1750 Third Space (£1750 tutoring)</p>	<p>All teaching and interventions are recorded as good or better in triangulated learning walks.</p> <p>Attainment of pupil premium pupils is in line with or above national at end of KS2</p> <p>Gaps in attainment between pupil premium and non-pupil premium pupils are narrowed or closed</p> <p>There is an increased % of pupil premium children working above national average.</p> <p>Children will be assessed against the previous year objectives focused on in Catch Up sessions on Insight to give a fuller picture about each child's attainment and gaps being met.</p> <p>Homework is more closely linked to what has been taught in class and the quality of work sent home is standardised.</p>
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PRIORITY 3: TO IMPROVE ATTENDANCE

Desired Outcomes	Actions to be taken/ approach to be taken	What is the evidence and rationale for this?	By who	Resources needed and costs	Success criteria
<p>1.Children's attendance is above national. Reduction in persistent absence.</p>	<p>First day calling for absences.</p> <p>HT reviews attendance regularly and follow up letters issued where concerns are identified.</p> <p>Targeted meetings with parents where persistent absence identified.</p> <p>Fines issued (where absence fits the agreed criteria by Governors)</p> <p>Attendance awards/certificates</p> <p>Termly Pupil Premium Clinics focus on attendance.</p>	<p>Evidence between being in school and pupil outcomes. Pupils must be in school to access learning and avoid gaps occurring.</p> <p>NFER research (2015) has identified that addressing behaviour and attendance is a key building block in raising disadvantaged pupils' attainment.</p> <p>By informing parents regularly about attendance you can raise awareness of the implications.</p> <p>Disadvantaged children in our school have higher rates of absence than non-disadvantaged children.</p>	<p>HT/SLT</p>	<p>£600</p> <p>Cost for any rewards – prizes/certificates (linking to experiences and visits)</p>	<p>Attendance of pupil premium pupils is in line with or better than national benchmarks •</p> <p>There is a reduction in persistent absentees</p>

PRIORITY 4: TO USE TARGETED APPROACHES TO CLOSE GAPS FOR IDENTIFIED CHILDREN OR GOUPS OF CHILDREN.

Desired Outcomes	Actions to be taken/ approach to be taken	What is the evidence and rationale for this?	By who	Resources needed and costs	Success criteria
<p>Interventions enable identified children to 'catch up' and gaps in their learning to be closed.</p>	<p>Children identified by outcomes in baseline Standardised Tests in reading, grammar, punctuation and spelling and maths in October who have seen a significant drop in their standardised score compared to their Spring Term results before closure to have in class provision plan.</p> <p>Termly Standardised Tests taken in reading, grammar, punctuation and spelling and maths to ensure gaps and needs are tracked and monitored.</p> <p>PP children's outcomes are tracked in Mark and Insight to ensure their needs are being addressed and gaps closed.</p> <p>1:1 or small group interventions will focus on identified gaps in learning.</p> <p>Staff training where required on new intervention resources eg IDL</p> <p>Targeted Maths Year 6 intervention</p>	<p>EEF - The impact of COVID 19 is expected to impact most significantly on disadvantaged pupils.</p>	<p>SLT</p>	<p>Third Space 1:1 Maths tutoring £ 1750 NTP £1750</p>	<p>Children's gaps are reduced.</p> <p>Ongoing analysis of termly standardized test results shows a reduction in the number of children who remain below where they were performing in Spring 2020.</p>

OTHER					
Desired Outcomes	Actions to be taken/ approach to be taken	What is the evidence and rationale for this?	By who	Resources needed and costs	Success criteria
Extend learning opportunities for all – enrichment experiences, visit and visitors.	Curriculum: Long term plans and Yearly Overviews map out increased opportunities for experiences, enrichment, visits and visitors for all children. On an individual trip/visitor basis, provide the opportunity for disadvantaged pupils to be funded on request basis as outlined in each letter. Fund Y6 residential for 8 Y6 Pupils Fund class trips & visitors for all Pupil Premium Pupils	To ensure that all children are able to access the learning and enrichment the trip or visitor provides.	PP Lead	From April 2021 New Funding £600	Greater opportunity for all Pupil Premium pupils to experience a wider range of new experiences.
			PP Lead		Enhanced opportunity for personal development and social experiences
Provide milk	Milk is provided for all pupil premium children across the school for break time refreshment.		PP Lead	£230	Milk offered free to Pupil Premium pupils as part of a healthy diet

Total PPG received	£54665
Total PPG expenditure	£54665