



Shincliffe CE Primary School

Pupil Premium Strategy Statement 2020 – 2021

Rationale

Each year the school receives an amount of money called the Pupil Premium Grant (PPG). This grant provides additional funds to school for each child who is currently, or has been at any time in the last 6 years, entitled to Free School Meals (FSM). In addition, funding is also given for pupils who are 'Looked After' by the Local Authority or who are children of Her Majesty's Forces.

This academic year (2020-2021) our funding is £14,625

At Shincliffe CE Primary School, our aim is to ensure that any difference in attainment between groups of children diminish and all children achieve well. Whilst our main aim is to raise academic attainment, we also aim to ensure that children have a wide range of opportunities and experiences to develop confidence, self-esteem and have high aspirations.

Reception – Year 6 Pupil Premium Funding

Pupils Eligible for PP Funding	Number of Eligible Boys	Number of Eligible Girls	Number of Looked After Children/Post LAC	Number of Service Children
12	5	7	1 post LAC	2
	Per Pupil £1,345	Per Pupil £1,345	Per Pupil £1,900*	Per Pupil £310

*Looked After Children receive £1,900 with some money being retained centrally by the Local Authorities responsible for the children.

Pupil Premium Summary Information			
Total Number of Pupils Sept	207	Number of Pupils Eligible	12
Total Pupil Premium Budget	£14,625	% of Pupils Eligible	5.8%

At Shincliffe CE Primary School, we strive to reduce and remove where possible all barriers to learning to ensure all students reach their full potential.

		Barriers to Future Attainment	Desired Outcomes
Internal Barriers	A	Poor basics skills and understanding of mathematical concepts – lack of confidence, particularly with arithmetic.	Accelerated progress of PP pupils through development of mathematical understanding so that they can access the curriculum in line with their chronological age. Increased use of maths intervention groups to target individual needs and develop arithmetic skills.
	B	Communication difficulties (speech and language, writing)	Improved communication (speech, language writing) through using individualised programs run by TA.
	C	Continue to provide targeted interventions for PP pupils who are more able.	Improved progress/attainment for High achieving PP pupils – target 33% of PP pupils to attain Greater Depth.
	D	Some PP pupils are reluctant to read, particularly books, and have poor phonic knowledge to improve reading skills. In KS2 some pupils have poor comprehension skills.	Gap in reading scores between PP pupils and other children diminishes through the use of a digital phonics and reading program – Lexia. This should also improve reading comprehension levels.
External Barriers	E	Attendance – a small number of PP children have poor attendance (persistent absentees last year to point of school closure) This has an impact on overall attendance figures for PP pupils.	Increased attendance through working with parents – explaining the impact of taking holiday in term time. Implementation of updated attendance policy with parents.
	F	Social and emotional issues of some PP children impact on their learning and wellbeing.	Staff who have been trained to identify and diminish impact of social and emotional barriers through the THRIVE programme will continue to work with pupils who have anxiety issues.

Pupil Premium Planned Expenditure

	Desired Outcomes	Action	Evidence Source	Expenditure	Baseline Data	Autumn Evaluation	Spring Evaluation	Summer Evaluation
A	Accelerated progress of PP pupils through development of mathematical understanding so that they can access the curriculum in line with their chronological age. Increased use of maths intervention groups with a particular focus on improving arithmetic skills.	Individual or group support with TA. Maths Challenge across the school Use of booster sessions for Y6 in Spring Term	EEF Research on the use of Teaching Assistants (strong when there is effective liaison between teachers and TAs and when interventions are planned and have the right approach)	TA support groups teacher TA support in class in KS1 and KS2 Booster groups in Spring term for Year 6. £4000	See Year group data tracking sheets	Interventions have ensured improved arithmetic skills, in turn leading to pupils closing the gaps with their peers.	All pupils entitled to PP funding engaged with remote learning. Additional support was provided as necessary to support this. We are currently reassessing all pupils following full reopening of school.	All pupils reassessed and appropriate support put in place through targeted intervention/mental well being and emotional support.
B	Improved communication (speech, language writing) through the use of individualised programs run by TA.	Individual support by class teacher or TA	EEF Research on the use of Teaching Assistants (strong when there is effective liaison between teachers and TAs and when interventions are	TA Teacher £1000	See year group data		All pupils entitled to PP funding engaged with remote learning. Additional support was provided as	Targeted interventions were put in place following an assessment of pupil needs when returning from remote learning

			planned and have the right approach)				necessary to support this. We are currently reassessing all pupils following full reopening of school.	
C	Improved progress/attainment for High achieving PP pupils.	Greater depth writing group. Reading comprehension groups	Small group support with teachers (during timetabled Intervention times)	Sessions with teacher / TA £500	See year group trackers	Interventions have ensured that pupils are closing the gaps with their peers.	All pupils entitled to PP funding engaged with remote learning. Additional support was provided as necessary to support this. We are currently reassessing all pupils following full reopening of school.	Post remote learning Interventions have ensured that pupils are closing the gaps with their peers.
D	Gap in reading scores between PP pupils and other children diminishes through the use of a digital phonics and	Individual reading support Lexia reading program	Research into LEXIA as an effective resource to support the development of reading and spelling.	Lexia funded by COL Teacher/TA support	See individual year group data	Interventions have ensured that pupils are closing the gaps with their peers.	All pupils entitled to PP funding engaged with remote learning.	Targeted interventions were put in place following an assessment of pupil needs when

	reading program – Lexia. This should also improve reading comprehension levels.			KS1 in-class support £4000			Additional support was provided as necessary to support this. We are currently reassessing all pupils following full reopening of school.	returning from remote learning
E	Improved attendance through working with parents – explain the impact of taking holiday in term time.	Parents to be informed on an individual basis regarding attended falling below required level. Individual letters sent to parents when attendance drops Late book and appointments in school time to be monitored so that attendance is maintaining highest possible standard.	A range of research shows that there is a strong link between attendance and achievement/ Attainment.	2 hours per term admin and meetings with Head Teacher £500	SIMS data	Autumn term data shows that attendance for PP pupils is good and in line with other pupils.	All pupils entitled to PP funding engaged with remote learning. Additional support was provided as necessary to support this.	Summer term data shows that attendance for PP pupils is good and in line with other pupils.

F	A TA is trained in THRIVE works with staff to identify pupils who will benefit from the program. She then works with pupils to diminish impact of emotional barriers so that attainment of children with emotional problems improves.	TA training	<p>Intervention programme based on research showing positive impacts.</p> <p>Reduction in impulsive emotional behaviour – monitor behaviour</p> <p>Improved concentration in lessons resulting in accelerated progress.</p> <p>Decrease in parent concerns regarding individual children.</p>	1 session per week for pupils with TA £4000	Behaviour log and reports regarding well-being of pupils	Sessions have taken place. Teachers report they are of benefit to the children. Pupils' behaviour and emotional well-being is monitored by staff – they report benefits to the pupils.	All pupils entitled to PP funding engaged with remote learning. Additional support was provided as necessary to support this. We are currently supporting pupils as required following full reopening of school.	Sessions have taken place. Teachers report they are of benefit to the children. Pupils' behaviour and emotional well-being is monitored by staff – they report benefits to the pupils.
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Budget Summary		
	Desired Outcome	Cost
A	Accelerated progress of PP pupils through development of mathematical understanding so that they can access the curriculum in line with their chronological age. Increased use of maths intervention groups/in class support for Y6	£4000
B	Improved communication through the use of individualised programs run by TA.	£1000
C	Improved progress/attainment for High achieving PP pupils	£500

D	Gap in reading scores between PP pupils and other children diminishes through the use of a digital phonics and reading program – Lexia. This should also improve reading comprehension levels.	£4000
E	Increased attendance through working with parents – explain the impact of taking holiday in term time.	£500
F	Staff trained to use the THRIVE programme	£4000
Total Budget Spent		£14000

Additional Funding Supporting Provision

There are some overlaps with SEND funding as 2 of the Pupil Premium children also have SEND. Some of the catch-up premium funding will be used to support pupils entitled to pupil premium.

Governance

Monitoring the Effectiveness & Impact of Pupil Premium Performance

Pupil Premium Governor – Fr. Peter Kashouris

SLIC Committee meetings address issues relating to Pupil Premium as a standing agenda item. In addition, there are regular one to one meetings between PP Champion and governor lead.

Autumn: strategy shared with governors. FGB 1/10/2020 and SLIC meeting 12/11/2020

Spring: strategy shared with governors. FGB 4/2/2021

Summer: strategy shared with governors. FGB 9/6/2021

Autumn Summary Updates on Pupil Premium spending and impact of this provided during Full Governing Body and SLIC Committee meetings.
Spring Summary Updates on Pupil Premium spending and impact of this provided during Full Governing Body meeting.
Summer Summary Updates on Pupil Premium spending and impact of this provided during Full Governing Body meeting.

Review Dates	Termly 17/12/2020, 26/3/2021, 15/7/2021
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Last updated 15.07.21