



Pupil premium strategy statement: Acle St C of E Edmund Primary School

1. Summary information					
School	Acle St Edmund Primary				
Academic Year	2020/21	Total PP budget	£72,285	Date of most recent PP Review	July 2020
Total number of pupils	181	Number of pupils eligible for PP	64	Date for next internal review of this strategy	July 2021

2. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>		
A	29% of pupil premium children in our school also have SEN.	
B	Many pupils who are eligible for PP start school with development between 30 and 50 months and with lower levels of language development than their peers. They need additional support with core subjects throughout school to ensure they make progress in line with their peers and reach the expected standard at the end of year 2 and year 6.	
C	30% of pupils in our school entitled to the pupil premium have identified social and emotional needs which are supported in school, require support in school with wellbeing or present with concerns about their mental health.	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
D	The school recognises that factors at home can impact on children’s emotional, social and mental health and be a barrier to their attainment and progress in school.	
E	The school would like to develop relationships with parents which better enable them to support their children’s learning and development at home.	
F	Children not able to access, due to financial circumstances, the opportunities, including sporting opportunities, available through school.	
3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria / evidence</i>
A	Pupil Premium children with SEN make good progress from their starting points across a range of indicators.	Motional, case studies, book scrutiny, observations of TA’s, interventions (logs) and learning plans demonstrate improved in year progress
B	Interventions and professional developments in the quality of education across the school ensure children eligible for the Pupil Premium make good progress with their learning and attain well.	Intervention records, case studies, PiXL assessments and tests, summative assessment data, motional and learning plans demonstrate improved in year progress
C	Support to improve children’s wellbeing, social skills and behaviour positively impacts children’s access to the curriculum, their attainment, progress and attendance.	Motional assessment evidences impact on improving children’s social, emotional and mental health. Evidence of improving attendance/attainment is demonstrated across the year.
D	Timely support is provided to those families who are in need so that children swiftly receive the support required.	Case studies, including FSP records, show that additional family support from school is having an impact on academic and social emotional development.
E	Parents are involved with their children’s learning and have a positive relationship with school.	Positive parent perceptions and testimonials.

F	All children in school have access to the same range of activities, including sporting activities, that take place during school time. They have equal access to afterschool activities, music tuition and clubs.	Records of participation in school trips and residential visits, records of children's participation in school clubs, after school activities and opportunities to represent the school including representation on the school council.
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4. Planned expenditure

Academic year **2020 / 21**

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Costs
Interventions and professional developments in the quality of education across the school ensure children eligible for the Pupil Premium make good progress with their learning and attain well.	<p>Whole school research led training effective teaching and learning. Develop a professional learning community with all staff to inform an up to date and coherent and consistently applied Teaching and Learning Policy.</p> <p>Half an hour weekly TA training session.</p> <p>Support for Early Career teachers.</p> <p>Engage with the Norwich Research School and Headteacher to become an accredited Evidence Leader in Education.</p> <p>Engage in catch up learning for all children and the pupil premium (see Catch Up Plan)</p> <p>Develop leadership at all levels, through CPD, mentoring and coaching for subject leaders. Develop whole school curriculum. Provide leaders with subject leader time to prioritise their role.</p>	<p>The EEF Guide to Pupil Premium states that <i>'good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using pupil premium to improve teaching quality benefits all students and has particularly positive effect on children eligible for pupil premium.'</i></p> <p><i>Early years and oral language interventions have a positive effect of 5 months on pupil progress.</i></p>	<p>Provide staff with specific training</p> <p>Engage with all staff in becoming a professional learning community</p> <p>Evaluations from CPD and training</p> <p>Monitoring in classrooms –book looks, pupil perception, staff perception, observations and drop ins</p> <p>Analysis of pupil data in core subjects– attainment, progress and PiXL test data.</p> <p>PiXL impact plans/Catch up Plans for specific year groups showing evidence of impact</p> <p>Core group meetings</p>	<p>RC</p> <p>ET</p>	<p>Course fees £650</p> <p>TA training £4697</p> <p>Teacher Training – £1002</p> <p>Classroom support/interventions including NELI - £18662</p> <p>Subject leader release time 1 day per SL teacher (1/2 day Autumn) 7 teachers 2.5 x £175 = £6213</p>

	<p>Train staff in using PiXL to identify gaps in learning and how to use intervention to close the gaps.</p> <p>Vocabulary development/language acquisition support Oral language developments. NELI Early catch up work</p>				
Total budgeted cost					£31224
Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Costs
Pupil Premium children with SEN make good progress from their starting points across a range of indicators.	<p>Staff to attend whole school and specific SEND training including training on Learning Plans and Interventions to support learning.</p> <p>TAs allocated to children with SEN to support their specific learning needs.</p> <p>SEND lead to take on appraisals of TAs from 2020 ensuring that interventions for SEND/PP have impact.</p> <p>TAs and Giles Pickett receive Talk Boost training from SEND lead.</p> <p>Evaluate impact of TAs across school and use evaluation to ensure appropriate delegation of staff (across phase).</p>	<p>Co-concurrent issues of Pupil Premium and SEND leading to children not making good progress from their starting points.</p> <p>The EEF state that <i>TAs who support individual pupils or small groups on average show moderate positive benefits (one month progress).</i></p> <p>Whole staff training and understanding or SEND support and interventions required, so joint training to be provided as the EEF state <i>in the most positive examples of progress, it is likely that support and training will have been provided for both teachers and TAs so that they understand how to work together effectively, e.g. by making time for discussion before and after lessons.</i></p> <p>The EEF state: <i>Research which focuses on teaching assistants who provide one to one or small group support shows a stronger positive benefit of between three and five additional months on average. Often support is based on a clearly specified approach which teaching assistants have been trained to deliver.</i></p>	<p>Provide training, skills and support for staff linked to specific interventions</p> <p>SEND lead to monitor and evaluate the impact through pupil voice, parent voice, observations book looks, data (and supported by HT and MF).</p> <p>SEND lead to provide support, advice and guidance to staff.</p>	<p>RM</p> <p>RC</p>	<p>TA Training £750</p> <p>Teacher training £1020</p> <p>Talk boost – Intervention pack £500</p> <p>Classroom support/interventions £3000</p> <p>SEND Lead – Appraisals £570</p> <p>Tracking programme £700</p>

<p>Support to improve children's wellbeing, social skills and behaviour positively impacts on children's access to the curriculum, their attainment, progress and attendance.</p>	<p>Launch a whole school assessment and support tool (motional) for SEMH across the school.</p> <p>Further training for wellbeing leader to develop Mental Health Champion in school.</p> <p>All staff to take accountability for supporting children with SEMH. Children identified as having SEMH will have a Champion appointed. This role will be developed through training.</p> <p>Additional training and support for whole staff on supporting children with Mental Well Being and mental health.</p> <p>Children identified with specific well SEMH needs to be supported by wellbeing lead and TAs across school.</p> <p>TAs are provided with specific training on mental health to address some concerns in the classroom.</p>	<p>This support will focus on specialised programmes which are targeted at students with particular social or emotional needs so that they can engage better with their learning. The actions will allow identification, timely support and evaluation of impact.</p> <p>The Education Endowment Fund (EEF) state: <i>On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.</i></p>	<p>MF, RC and RM to meet weekly to discuss the progress, actions and impact for those children who have been identified as SEMH.</p> <p>All staff will have received appropriate training on SEMH including Motional and case studies. RM will monitor the impact of the support provided for identified children and report to the HT on impact, actions and next steps.</p> <p>RM and MF to provide training to TAs on supporting specific children in the classroom and interventions outside the classroom.</p> <p>All staff keep records of the actions they have taken to improve specific children's SEMH and write a case study on impact.</p>	<p>MF/RM</p> <p>RC</p>	<p>Wellbeing £10446</p> <p>TA training £742</p> <p>Teacher training £540</p> <p>Motional software– £425</p> <p>Classroom support £10217</p> <p>SEND lead £1710</p>
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Timely support is provided to those families who are in need so that children swiftly receive the support required.	<p>Wellbeing Leader timetable has allocated time to work with families and pick up on urgent family support work.</p> <p>Wellbeing Lead receives further training (FSP) and signposting on Early Help support.</p> <p>Wellbeing Lead closely communicates with external agencies, parents, staff and pupils regarding timely support and interventions.</p>	<p>Timely identification of children and families who require early help will ensure that external needs are addressed and reduce the impact on learning.</p> <p>Early and positive communication between parents, staff, external agencies and pupils will foster positive relationships, break down barriers and support families.</p> <p>The Education Endowment Fund (EEF) state:</p> <ul style="list-style-type: none"> - ... more intensive programmes for families in crisis can support children to make 4 months more progress 	<p>MF and RC to meet weekly to discuss Early Help work, actions, next steps and impact.</p> <p>MF to keep up to date records of all communication between parents, professionals and pupils. This should be shared where relevant.</p> <p>Case studies across the year to be written to demonstrate impact of FSP and Early Help work on children's attainment, progress, SEMH and attendance.</p>	MF	<p>Wellbeing £4871</p> <p>Training £230</p> <p>Course fees £170</p>
Total budgeted cost					£35891
Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Cost
Parents are involved with their children's learning and have a positive relationship with school.	<p>Review parental communication with parents and staff – Use Forms.</p> <p>Identify families who may need re-engagement. Staff to call them to discuss their children.</p> <p>Introduce social media to share whole school and class celebrations and the school vision plus additional support. Use the platforms to encourage parents to support their children with, for example reading or homework.</p> <p>Use Teams to provide homework (to those with access) and the involve</p>	<p>Developing positive relationships between home and school is essential for children's learning and wellbeing. Where issues arise, they can be addressed quickly and openly through parent partnership.</p> <p>Developing a range of strategies for communication means that all parents will be able to access high quality, remote information to support their children in learning.</p> <p>The EEF state that developing parental engagement can add 4 months progress to a child's learning.</p>	<p>Parental survey</p> <p>Monitor and evaluate impact of social media. Ensure social media is promoted, acceptable use agreements are understood and parents understand the complaints procedures.</p>	<p>RC</p> <p>TC</p>	<p>Text& phone calls – £250</p> <p>Admin support £3000</p> <p>Training TA & Teacher £1100</p>

	<p>parents in their children's learning activities</p> <p>Parents evening to continue to be through phone calls/Teams (COVID-19).</p>				
<p>All children in school have access to the same range of activities, including sporting activities, that take place during school time. They have equal access to afterschool activities, music tuition and clubs.</p>	<p>Additional funds are available to pay for places on residential visits where parents are unable to pay.</p> <p>Every effort is made to overcome barriers to children accessing activities after school or representing the school in other activities.</p> <p>RC ensures that there is equal access to school council for PP children, overcoming any barriers where necessary.</p>	<p>All children in our school are able to take part in school trips and residential visits. This is a core part of learning at Acle Primary</p> <p>Teachers are aware of all PP children and any potential barriers to them participating in after school events, for example transport issues or parent anxieties. Every effort is made to overcome these, for example arranging lists, meeting with parents, encouraging children to attend rehearsals etc. This ensures children can access a range of experiences that they would otherwise not have, building independence, resilience and self-confidence, broadening experiences and raising aspirations.</p>	<p>Ensure open communication with parents.</p> <p>Monitor forms returned for trips and visits and talk to parents as necessary.</p> <p>Monitor children accessing sports teams, choir, poetry and music festivals and any other available opportunities. Offer support to families as required.</p>	<p>RC</p> <p>ET</p>	<p>School trip/activities subsidy/support £1000</p>
Total budgeted cost					£5350