

Pupil premium strategy statement (Pickhill CE Primary School)

1. Summary information					
School	Pickhill CE Primary School				
Academic Year	2020/21	Total PP budget	£1345	Date of most recent PP Review	
Total number of pupils	35	Number of pupils eligible for PP	1	Date for next internal review of this strategy	March 2022

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.	Learning – Reading, Writing & Maths. Low attainers and ensuring high ability pupils make good progress	
B.	Access to extra curricular and enrichment activities	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
C.	None at present	
3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved Literacy skills	Homework supports enhanced learning. Pupil self-esteem raised
B.	Positive attitude to learning and increased ability to overcome barriers	PP to have positive attitude to their work in order to maximize potential for their attainment. Resilience and positive growth mindset.
C.	High ability pupils maintain enthusiasm for learning.	PP pupils make at least as good progress as non PP high ability pupils.
D.	Pupil premium pupils are supported to access all aspects of school provision in order to maximise engagement and attainment	PP pupils engage in extra-curricular provision in line with non PP peers. All PP Pupils make at least expected progress from their starting point.
E.	Raised attainment and good progress for all PP children	Pupils attain in line with National and make good progress from prior attainment EYFS.

F.	Pupils access range of activities enhancing enjoyment, self - esteem, participation in sports	Pupils attend after school clubs, trips according to individual need and enjoy as wide a range of activities as non PP children
G.	Pupil/s able to manage feelings and feel supported To promote mental wellbeing by using the Local Authority's provision of Compass Buzz sessions to train staff. Introduce the Leuven Scale assessment to track wellbeing and involvement.	Improved emotional wellbeing which impacts on learning and social skills The emotional wellbeing of the children impacts on their learning and ensures that progress is equal to or better than their peers Children feel mentally well and this impacts on their learning Teachers can identify when help is needed.

4. Planned expenditure

Academic year	2020/2021
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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.

i. 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	When will you review implementation?
Maintain enthusiasm for learning and continue to make good progress.	Ongoing staff training on differentiation, high expectations, challenge and problem-solving	We want to ensure that PP pupils can achieve high attainment as well as simply 'meeting expected standards'. Relevant staff will provide stretch and encouragement for these pupils	Under the direction of the class teachers implement targeted interventions	SENCO/HoS	TERMPLY
Raise the attainment of all children including PP.	Ensure that in class TA support is directed towards the PP children. Training given on questioning and providing challenge.	This teaching is focused on ensuring identified children are meeting Age Related Expectations (ARE) in English and Mathematics.	Effectiveness of teaching, learning and progress will be assessed during termly Teaching and Learning reviews, learning walks and pupil progress meetings.	SENCO/HoS/Class teacher	Termly
Total budgeted cost					£ 150

ii. 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	When will you review implementation?
Improved attainment in English and Maths	Trained TA's to run interventions	Monitoring of outcomes identifies that teacher-led focused 1:1 teaching has a very good impact on achievement.	Through analysis of attainment and progress through the pupil progress meeting	HoS/Class Teacher	Half Termly
Children learn to cope with their emotions and deal with everyday challenges in their lives. Staff trained to know how to support children in a professional manner.	1:1 sessions Small group work within class	Some children require not only academic support but emotional support too. If children are emotionally well then they are able to focus on their learning.	Regular meetings with staff delivering sessions and feedback in staff meetings.	HoS/All staff	Half termly
Total budgeted cost					£800
iii. 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	When will you review implementation?
Ensure children have access to extracurricular activities	All students have free access to out of school sessions/ After school Sports. Training for Sports Leaders	Pupils are also encouraged to develop life skills and gain responsibility which impacts upon their future learning opportunities.	Staff to engage with the children and help them in their play.	HoS	Half termly

Increased involvement in sports/ team work and targeted motor skill development	Provide enhanced access to after-school sports provision for targeted pupils by increasing the number of opportunities available: Forest School. Provide TA support to run Sports leader sessions	We feel that the ethos of the school is built upon team and individual learning behaviour skills that enable the children at Pickhill to access their learning in a calm and intelligent manner. We are sure that the role of sport and outdoor activities in developing these core academic skills is significant and therefore we are keen to give as much opportunity for outdoor enrichment activities as possible.	Though participation in team working we aim to develop positive attitudes and increase self- esteem. The key judgement will be in terms of how the children approach their classroom work in a calm, positive and resilient manner. Opportunities for social development increased.	PE Co-ordinator Class teachers	March 2021
Access to educational visits for all	To ensure that all children are able to attend the residential visits and field trips by subsidising these.	This universal benefit is planned to ensure all pupils are able to access wider curriculum.	Funding will be monitored by the School Business Manager	NR/AT	March 2021
Total budgeted cost					£395