

s Pupil premium strategy statement 2020/21

The Pupil Premium is a government grant allocated to each pupil on free school meals, identified as a Looked After Child (LAC) or whose parents are in the Forces. The Pupil Premium is additional funding given to schools so that they can support their disadvantaged pupils and close the attainment gap between them and their peers.

NFER & DfE Seven building blocks of success for Pupil Premium

Powerstock CE VA Primary School has an ethos of high attainment for all pupils. Through a notion of collective responsibility, we believe that despite some barriers, there should not and will not be a ceiling on what they can achieve. Governors and Senior Leaders have reviewed the impact of previous spending and interventions and have implemented systems across the school so that in future children make rapid progress.

2. Addressing behaviour and attendance



Our school works closely with the Dorset Attendance team to reduce persistent absence. Attendance is scrutinised each month and this quickly identifies children who are at risk of under achievement through non-attendance at school. Case studies demonstrate this is having strong impact with both disadvantaged children and others across the school.

3. High quality teaching for all



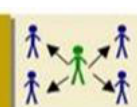
Our school ensures that all children experience high quality teaching both within the class and for interventions and catch up programmes. Outcomes are closely monitored by the HT and subject leaders with a specific focus on ensuring those who are disadvantaged are a high priority. Teachers regularly plan specific learning interventions for disadvantaged children to ensure their needs are being met both within and outside of the classroom.

4. Meeting individual learning needs



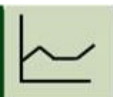
Through regular monitoring, teachers and leaders at Powerstock School identify errors and misconceptions in work, at the same time, finding out what interests children so that children are fully engaged in their learning. Our SENCO and other leaders work alongside class teachers to identify the next steps for all disadvantaged pupils. These are regularly reviewed and evaluated to ensure progress is being made.

5. Deploying staff effectively



School leaders plan strategically to create an ethos of collective responsibility. Performance management is rigorous and staff are held accountable. There are clear links between whole school development priorities and increasing Continuing Professional Development opportunities for all.

6. Data driven and responding to evidence



The school does data checks termly and Leadership is encouraged across the school. PP and SEND is externally reviewed.

7. Clear, responsive leadership



The HT works with class teachers/subject leaders in response to progress at half termly scheduled monitoring meetings.

1. Summary information					
School	Powerstock Primary				
Academic Year	2020/21	Total PP budget	£5,280 + £2,300 (LAC)	Date of most recent PP Review	April 2020
Total number of pupils	53	Number of pupils eligible for PP LAC	4 1	Date for next internal review of this strategy	April 2021

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average) in 2019. Data from Autumn 2020 after lockdown.</i>
% achieving in reading, writing and maths	20%	60%
% making progress in reading	60%	90%
% making progress in writing	40%	80%
% making progress in maths	40%	80%

NB. Covid-19 since March 2020 – 25%/one child not in school over lockdown. Assessments carried out for RWM in October with follow up tests in December after Catch-up Strategy in place for two months.

3. 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>	
	<ul style="list-style-type: none"> • Return to school issues around learning, friendships. • Lack of access to finances which would allow pupils to experience the full range of enrichment opportunities on offer. • Lack of access to finances which would allow pupils to pursue particular strengths or interests. • Poor Speech and Language skills • Emotional problems and concerns. • Mental health difficulties.

	<ul style="list-style-type: none">• Lack of future aspiration and high expectations.• Lack of self-confidence and self–esteem.• Attendance issues	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	<ul style="list-style-type: none">• Lockdown due to Covid-19 including November 2019 month and January-March 8th.• Family disruption/bereavement• Family/personal circumstances., low attendance rate.	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Pupil achieves full potential by attaining expected at end of KS2	Pupils achieve as well or better at RWM as peers.
B.	Attendance in line with national expectation of 95%	Pupils are attending at 95% +
C.	Pupils have wider experience of full curriculum and enrichment activities	Pupils attend after school club where possible and eg. Become school council/singing club involvement.
D.	Wellbeing with pupils settled and learning well	Holistic tracker, attendance as above, learning well. Happy and well in school.

Academic year	2020/21				
Desired outcome	Outcomes	Chosen action / approach	cost	Impact	Monitoring
A. Pupil achieves full potential by attaining expected at end of KS2.	<ul style="list-style-type: none"> Rates of progress are accelerated for children receiving PP from their different starting points. Children receiving PP achieve challenging targets. 	TA/teacher catch-up sessions/1:1 sessions/TA key worker allocated	£500	Children feel more confident with their learning and know they have an adult to go to. Individual counsellor sessions help those with mental health issues which impede learning.	Who? HR/HC When? Annually/weekly counselling What? Counselling/ELSA sessions Why? To ensure pupils are confident And happy to be/work in school.
		Progress check for pupils receiving PP in designated section of moderation staff meetings. Report to governors termly.		Staff are aware of focus children in their lessons and can track progress effectively.	Who? Teaching staff When? Half termly What? Book scrutiny/SIMs analysis Why? To ensure pupils are kept high Profile.
		Learning walks highlight focus on children with PP.			
		Laptops purchased and available for use in school. Ipads loaned for remote learning.	£500	Pupils have high profile in class, with focus on previous higher attainers.	Who? LG When? Termly What? Highlighted section of SIMs Why? To enable teachers' scrutiny
		Targets are specific for children receiving PP. Class teacher offers 1:1 sessions during lockdown/remote learning. Learning packs tailored to child, close liaison with parents. Vulnerable children tracker completed each week.		HT and link governor are aware of progress and any barriers to learning	
		Link governor engagement and understanding			
		Emotional Literacy strategy used with TA/1:1 support	£1,500	To make improvements in wellbeing and mental health issues.	Who? C Merrit When? After May half term What? ½ Hour long sessions Why? To improve wellbeing

B. Raised attendance in line with national and peers.	Focus children are attending around 95% throughout the year.	<p>Engagement of parents through half termly catch-up meetings where attendance is at risk. TAF half termly.</p> <p>Support from West locality team – Inclusion/attendance offer Deb Sherring. Including locality planned meetings.</p> <p>100%ers group up-profiled in school.</p> <p>Transport offered.</p> <p>Parent evening focus on attendance/checks</p>		<p>Whole family engaged.</p> <p>Child led attitude to full attendance.</p> <p>Stronger relationship and understanding between teachers and parents.</p>	<p>Who? LG When? Half termly attendance checks What? SIMs data scrutiny Why? To ensure focus children are accurately monitored</p> <p>Who? LG When? Half termly What? Check on focus children and their success Why? To ensure Focus children are aware of benefits</p> <p>Who? Teaching staff When? October and March parent eves What? Attendance flagging Why? To demonstrate importance of attendance</p>
C. Pupils have ensured wider experience of full curriculum and enrichment activities	Children can access full school offer and reach potential.	<p>Enable access to:</p> <p>No trips/visits into school planned due to Covid-19</p> <p>Uniform assistance After</p> <p>School clubs (not Autumn, Spring terms)</p>	<p>£200</p> <p>£200</p>	<p>Children are fully integrated in whole school experience.</p> <p>Raised attainment with full engagement of swimming/enrichment activities.</p> <p>Children have access to same resources eg. Uniform as peers.</p>	<p>Who? LG/JH When? Check termly Why? To ensure pupils don't miss out due to barriers</p>

D. Wellbeing to thrive	Pupils are not disadvantaged due to restrictions of Covid 19.	<p>Remote learning ipads/laptops offered. 1:1 sessions throughout. (new laptop for enrichment)</p> <p>TA to do ELSA training in addition to counselling “bubble time” offer. Emotional literacy sessions after May half term.</p>	<p>£1000</p> <p>£750</p>		
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The impact and outcomes of our pupil premium spend will be measured by:

- SIMs data inputing for reading, writing, maths and SPAG
 - SIMs attendance data
 - Check on involvement with clubs, musical instrument lesson take up
 - SENSS reports
 - Teacher reports
 - Speech and language reports
- Holistic tracker/spiritual development (SIAMS)

