

Pupil premium strategy statement

School overview

Metric	Data
School name	Upton Noble C of E VC Primary School
Pupils in school	154
Proportion of disadvantaged pupils	16%
Pupil premium allocation this academic year	£23485
Academic year or years covered by statement	2019 - 2021
Publish date	November 2020
Review date	October 2021
Statement authorised by	Rachael Bisset
Pupil premium lead	Rachael Bisset
Governor lead	Brian Lippitt

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	No official data due to Covid
Writing	No official data due to Covid
Maths	No official data due to Covid

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	No official data due to Covid
Achieving high standard at KS2	No official data due to Covid
Measure	Activity
Priority 1	To ensure Children's emotional needs are fully addressed with the consequences of Covid 19 in order that children feel safe and secure.
Priority 2	To improve the progress of key groups and diminish differences between PPG children and their peers.
Priority 3	Ensure that children make excellent progress in phonics and early reading.
Priority 4	To continue to provide a broad and balanced curriculum in which pupils acquire knowledge and skills for future learning.

<p>Barriers to learning these priorities address</p>	<p>Social and emotional issues impacting upon readiness to learn and independence. This has been heightened during Covid lockdown.</p> <p>52% of our pupil premium are in year admissions.(2018-2019 58%) (2019-2020 66%)</p> <p>16% of Pupil Premium are SEND.</p> <p>Attainment of Pupil Premium is still below non-pupil premium and we need to continue to close this gap.</p> <p>Limited life experiences of some children impact living within a remote community has an impact on contextual knowledge, vocabulary and the ability to apply skills/knowledge over a range of activities.</p>
<p>Projected spending</p>	<p>£12937</p>

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	To make the same or exceed non PP national peers.	September 2021
Progress in Writing	To make expected or more than expected progress from their starting points.	September 2021
Progress in Mathematics	To make expected or more than expected progress from their starting points.	September 2021
Phonics	100% of PP children to reach the expected standard in phonics at the end of year 1.	September 2021
Other	For all teaching and learning across the school to continue to be good or better so that PP children can close the gap. Focus needed for the SEN children in the PP cohort.	September 2021

Targeted academic support for current academic year

Measure	Activity
Priority 1	To ensure children with emotional needs have an opportunity to regular time tabled ELSA sessions with a qualified TA.
Priority 2	Work with phonics hub; deliver CPD face to face training and monitoring days throughout the year.
Priority 3	Ensure all relevant staff have received paid for training to deliver the phonics scheme effectively.
Priority 4	Interventions and assessment information used by teachers and support to staff to target and close gaps for PP children.
Priority 5	Continue using Accelerated Reader
Projected spending	£9578

Wider strategies for current academic year

Measure	Activity
Priority 1	Ensuring children access a broad and balanced curriculum through offering financial support for extra-curricular activities including hooks and workshops,

	trips and residential. In our learning experiences/Quests.
Priority 2	Effective whole staff support and training is in place to support children's Social, Emotional and Mental Health through Connect resources.
Barriers to learning these priorities address	<p>Social and emotional issues impacting upon readiness to learn and independence. This has been heightened during Covid lockdown.</p> <p>52% of our pupil premium are in year admissions.(2018-2019 58%) (2019-2020 66%) 16% of Pupil Premium are SEND.</p> <p>Attainment of Pupil Premium is still below non-pupil premium and we need to continue to close this gap. Limited life experiences of some children impact living within a remote community has an impact on contextual knowledge, vocabulary and the ability to apply skills/knowledge over a range of activities.</p>
Projected spending	£970

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring sufficient progress is made by all pupils.	Monitoring in observations, book scrutinies, learning walks for High Quality Teaching across all classes.
Targeted support	That each target group is attaining and progressing well.	Targeted intervention support. Clear start and end points.
Wider strategies	Engagement of sufficient parents	

Review: last year's aims and outcomes

Aim	Outcome
To continue to improve the quality of teaching and learning across the school by working collaboratively within the federation.	100% of lessons observed in Autumn and first half Spring term were good or better. Monitoring of book scrutinies of PPG children were good and any EBI's were met. Book scrutinies in Autumn term demonstrated clear progress.
To embed fluency for all learners to ensure they can access problem solving	Good school to home communication, particularly during COVID and home

and reasoning tasks.	learning needs.
To provide ELSA support for all children with identified need across the school.	Weekly time tabled slots for specific children with ELSA. Extremely high impact for some children. Good impact for others. ELSA support provided during Covid lock down proved valuable for PP pupils and families. PFSA working with PP children and families weekly- very positive impact for 2/3 pupils.
To continue to provide highly targeted intervention through strategies such as pre-teaching and power of 2.	Autumn outcomes: Precision teaching KS1- High Impact Precision teaching KS2- High impact Power of 2: Medium impact Pre-teaching maths sessions- high impact
To increase the % of PP children making more than expected progress in Maths	86% PP children made expected progress with 11% making more than expected progress in Maths.
To increase the % of PP children making more than expected progress in Reading and Writing	Reading 78% PP children made expected progress with 11% making more than expected progress. Writing 89% PP children made expected progress.
To increase the % of PP in year 6 attaining RWM	
To increase the % of pupils achieving ARE in Maths.	Increase achieved.