

# Pupil Premium Strategy Statement

Summary Information					
<b>School</b>	Ullesthorpe CE Primary School		<b>Strategic Plan</b> 2020-2023	<b>Publication Date</b> October 2020	<b>Review Date</b> October 2021
<b>Academic Year</b>	2020-2021	<b>Total PP Budget for 2020 - 2021</b>	£16,795 (20-21)+ £3,752 (cf 19-20) = £20,547	<b>Number of pupils eligible for PP:</b>	18 (18%)
Principal: Emma Prokipczuk Pupil Premium Lead: Deb Tithecott PP Governor Lead: Claire Hammond		<b>Total number of pupils:</b>	101	<b>Number of pupils eligible for PP with SEND:</b>	10 (10%)
				<b>Number of pupils eligible for PP NOT SEND</b>	8 (8%)


Baseline Data Autumn 2020	Target Date: September 2022				
<b>Academic Performance for Disadvantaged Pupils NOT SEND</b>	<i>EYFS</i>	<i>Phonics Y1</i>	<i>Phonics Y2 Cumulative</i>	<i>KS1</i>	<i>KS2</i>
% working at the expected standard or above in reading, writing and maths / GLD	0% (0/1)	No baseline data due to C-19	No baseline data due to C-19	100% (1 / 1)	50% (3/6)
% working at the expected standard or above in reading / ELG	0% (0/1)	No baseline data due to C-19	No baseline data due to C-19	100% (1 / 1)	83% (5/6)
% working at the expected standard or above in writing / ELG	0% (0/1)	No baseline data due to C-19	No baseline data due to C-19	100% (1 / 1)	50% (3/6)
% working at the expected standard or above in maths / ELG	0% (0/1)	No baseline data due to C-19	No baseline data due to C-19	100% (1 / 1)	66% (4/6)
<b>Other Indicators Specific to School</b> (e.g. exclusion rates for PP)					
Some GRT recipients are persistent absentees Attendance figures for last term and current term are atypical due to C-19					

Expected Progress Data Targets	Target Date: September 2022				
<b>Academic Performance for Disadvantaged Pupils NOT SEND</b>	<i>EYFS</i>	<i>Phonics Y1</i>	<i>Phonics Y2 Cumulative</i>	<i>KS1</i>	<i>KS2</i>
% working at the expected standard or above in reading, writing and maths / GLD	100% (1/1)	No baseline data due to C-19	No baseline data due to C-19	100% (1 / 1)	83% (5/6)
% working at the expected standard or above in reading / ELG	100% (1/1)	No baseline data due to C-19	No baseline data due to C-19	100% (1 / 1)	83% (5/6)
% working at the expected standard or above in writing / ELG	100% (1/1)	No baseline data due to C-19	No baseline data due to C-19	100% (1 / 1)	83% (5/6)
% working at the expected standard or above in maths / ELG	100% (1/1)	No baseline data due to C-19	No baseline data due to C-19	100% (1 / 1)	83% (5/6)

Spending Priorities and Rationale for the Current Academic Year		
<b>Teaching Priorities</b>		
Barriers to Learning	Family instability, poverty, mental health, low self-esteem and confidence, attachment and trauma, lack of wider engagement with the community, negative or lack of life experiences.	
Priority	Upskill all staff to recognise barriers and have a deeper understanding of resilience.	
Priority 1	Use the resilience framework to identify barriers that children have.	
Priority 2	Based on research and case studies as part of staff training, strategies are put into place to limit the effect of the barriers.	
Priority 3	A range of experiences and opportunities are in place to develop children's resilience eg. Forest School, play therapy, ELSA, Real Play.	
		Projected Spending for Current Academic Year
<b>Targeted Academic Support</b>		
Barriers to Learning	Gaps in knowledge widened due to Covid, stamina and concentration decreased due to Covid	
Priority	Following formative assessment, interventions are tailored to the needs of individuals and are evidence based.	
Priority 1	Develop a provision map to meet individual needs.	
Priority 2	Staff allocated to deliver interventions based on skill set.	
Priority 3	Monitor and evaluate the impact of the interventions.	
		Projected Spending for Current Academic Year
<b>Wider Strategies/Compensatory Experiences</b>		
Barriers to Learning	Attendance	
Priority	To find out underlying causes of poor attendance in each individual case	
Priority 1	All PP to have a staff advocate and time this academic year to establish good relationships. This will aid understanding of potential underlying causes of absence	
Priority 2	Ensure PP children's experiences in school are enhanced and become increasingly positive.	
		Projected Spending for Current Academic Year

Monitoring and Implementation		
Area	Challenge	Mitigating action
Teaching	Selecting appropriate training and giving time for this training	Careful planning of CPD throughout the academic year being mindful of staff workload and busier times of the year.
Targeted support	Insufficient time to implement and evaluate intervention.	Ensure staff understand the value of interventions and therefore protect this time and use it effectively.
Wider strategies	Insufficient time for advocates to build relationships with children and be unable to precisely tailor support required	Ensure advocates understand the importance of this role and are accountable for managing their time effectively so that can give the role the attention it needs.

## Annual Overview Planned Expenditure 2020 -2021

<b>Teaching</b> <i>(e.g. Professional Development; Recruitment and Retention; Support for Early Career Teachers)</i>	Total Spend: £	<div style="text-align: center;"> <h3>Our Tiered Approach</h3>  </div>	<b>Targeted Academic Support</b> <i>(e.g. Structured interventions; Small group Tuition; One-to-One Support)</i>	Total Spend:
Over the next 3 -5 years we are looking to shift the balance of money spent so that there is a greater allocation of money spent in this area. <ul style="list-style-type: none"> <li>● professional reading</li> <li>● Resilience training</li> <li>● ELSA supervisions</li> <li>● AET making Sense of Autism Training</li> </ul>	Spend  £50 £80 £100 £801		<ul style="list-style-type: none"> <li>● LSA 1:1, small group intervention /DIPT /Cover supervisor intervention/RWI training</li> <li>● Ed psychology / SALT assessments</li> <li>● SEN assessments 2 x £330</li> <li>● ELSA provision</li> <li>● ELSA Sundries</li> <li>● ESPO resources</li> </ul>	£7125  £1000 £660 £3563 £ 100 £200
			<b>Wider Strategies</b> <i>(e.g. Behaviour Approaches; Breakfast Club; After school enrichment which are broad, balanced, and experiential; Increasing Attendance)</i>	Total Spend:

			<ul style="list-style-type: none"> <li>• Play therapy - C Hammond</li> <li>• Day trips</li> <li>• Swimming</li> <li>• Attendance Officer</li> <li>• Breakfast</li> </ul>	Spend £1900 £850 £850 £500 £50
			<b>Total Spend</b>	<b>£17,829</b>

Please refer to the DfE PP Guidance and the EEF's Pupil Premium Guide and Family of Schools' Database for Target Setting

<https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability> <https://educationendowmentfoundation.org.uk/evidence-summaries/pupil-premium-guide/>

<https://www.gov.uk/guidance/pupil-premium-strategy-statements> <https://educationendowmentfoundation.org.uk/tools/families-of-schools-database/>