



**Eardisley CE Primary School**  
**Pupil Premium Strategy Statement – 2020-21**  
**Review Date: September 2021**

**Summary Information**

|                                  |                |
|----------------------------------|----------------|
| <b>Academic Year:</b>            | <b>2020-21</b> |
| <b>Number of Pupils on Roll:</b> | <b>99</b>      |
| <b>Number of PPG:</b>            | <b>16</b>      |
| <b>Total PPG budget:</b>         | <b>£19483</b>  |

**Current attainment at KS2**

| <b>Number of PPG pupils in 2020 cohort</b>            | <b>3</b> | <b>Reading</b> | <b>Writing</b> | <b>Spelling, grammar and punctuation</b> | <b>Mathematics</b> |
|---|----------|----------------|----------------|--|--------------------|
| <b>Number of PPG achieving the expected standard.</b> | <b>2</b> | <b>66%</b>     | <b>66%</b>     | <b>66%</b>                               | <b>66%</b>         |

**Number of Pupil Premium Pupils in each cohort and number who are Pupil Premium and Special Educational Needs 2019-20**

| <b>Year Group</b> | <b>Number</b> | <b>PPG and SEN</b> |
|-------------------|---------------|--------------------|
| <b>R</b>          | <b>2</b>      |                    |
| <b>1</b>          | <b>2</b>      |                    |
| <b>2</b>          | <b>2</b>      | <b>1</b>           |
| <b>3</b>          | <b>4</b>      | <b>1</b>           |

|              |           |          |
|--------------|-----------|----------|
| <b>4</b>     | <b>1</b>  |          |
| <b>5</b>     | <b>2</b>  | <b>1</b> |
| <b>6</b>     | <b>3</b>  | <b>2</b> |
| <b>Total</b> | <b>16</b> | <b>5</b> |

## Barriers to Future Attainment for pupils eligible for PPG

### In-School Barriers (issues to be addressed in school, such as poor oral language skills)

|          |  |
|----------|--|
| <b>A</b> | Low baseline entry to Reception in terms of expressive and receptive language skills and social/emotional skills. This slows reading and writing progress.   |
| <b>B</b> | Some pupils lack support from home relating to poor literacy/numeracy skills as well as organisational skills and self-regulation, which impacts on motivation, progress, attainment, attendance and behaviour |
| <b>C</b> | Some emotional and health issues among our PPG pupils  |
| <b>D</b> | A high proportion (38%) on our PPG register are also on our school SEN register and need support to access the curriculum.   |
| <b>E</b> | School attainment and progress data indicates PPG can do less well than their peers, although the figures for each cohort are very small.  |

### External Barriers (Issues which also require action outside school, such as low attendance rates)

|          |  |
|----------|--|
| <b>A</b> | Low baseline entry to Reception in terms of expressive and receptive language skills and social/emotional skills. This slows reading and writing progress. |
| <b>B</b> | Some parents have language difficulties which presents a barrier to pupil engagement and progress.   |
| <b>C</b> | Some families not attending speech and language NHS referrals – resulting in discharge.  |
| <b>D</b> | Some families live in rural isolation which limits the experiences and support on offer to families.   |
| <b>E</b> | Low attendance affects a significant minority of pupils. In 2016-17 30% PPG pupils were below 96% attendance.  |

### Desired Outcomes and How They Will Be Measured

|          |   |   |
|----------|---|---|
| <b>A</b> | Improve language skills of PPG in Reception, KS1 and lower KS2 to support the development of reading and writing. | 100% of pupils to achieve a good level of development or higher in the Early Years.<br>Pupils in KS1 achieve national age-related expectation or higher.<br>Pupils in KS2 achieve national age related expectation or higher. |
|----------|---|---|

|          |  |   |
|----------|--|---|
| <b>B</b> | All PPG to achieve national age-related expectations in maths in their year groups   | 100% of cohort to achieve age related expectation for their year group.   |
| <b>C</b> | To offer appropriate pastoral support for those pupils/families with social, emotional and health needs so they can enjoy a fuller access to all aspects of the curriculum | 77 % of PPG children identified as having social, emotional or mental health issues will achieve age-related expectations and progress targets. |
| <b>D</b> | Improved attendance among our PPG pupils   | 94% of PPG pupils to achieve 96% attendance target for 2017-18  |
| <b>E</b> | PPG children with SEN develop strategies and independent learning behaviours to make accelerated progress  | 69% to make accelerated progress 4 points + in a year.  |
| <b>G</b> | The families of our PPG children develop confidence in supporting their children's literacy and numeracy   | Raise aspirations of our PP families so that they have higher expectations of their children through school engagement.                         |
| <b>H</b> | Improve the range of experiences on offer for our PPG children beyond the classroom  | All KS2 join the Children's University<br>Focus group for Sport and PE extra provision.   |

## **Planned Expenditure 2019-20**

**The use of Pupil Premium Funding to improve classroom pedagogy, provide targeted support and support whole school strategies.**

**Additional PPG spending apportioned:**

- Swimming
- Free milk
- Free school uniform and PE Kit
- Music lessons

**Please note that as our PPG children are few in each year group, and have multifarious different needs, each child has an individual PPG action plan to accelerate improvement against our received additional funding. See individual action plans for further information.**

**Please note that amounts are approximate and will be adjusted to meet specific needs where required as the year progresses.**

**The information below extracts the main themes in the approach we are following:**

## 1. Quality Teaching for All

| Desired Outcome  | Chosen action/approach  | Rationale for choice  | How will you ensure it is implemented well?   | Staff lead  | Review of strategy<br><br>Cost   |
|--|---|---|---|---|--|
| Improve maths outcomes for PPG pupils, including those working at Greater Depth in EYFS, KS1 and KS2 | Additional teaching for targeted groups of PPG and non PPG pupils<br>Targeted interventions.<br>Whole school focus on developing positive learning values – focus, engagement, self belief and determination. | Maths results at KS2 and KS1, particularly at GD show this is an area for improvement | Targeted approach for pupils in booster groups particularly in Y2 and Y6            | EYFS teacher<br>KS1 teacher<br>Lower KS2 teacher<br>Upper KS2 teacher | £2-3000<br><br><br><br><br><br><br><br><br><br>1:1 £500                    |
| PPG pupils from Year 2 upwards perform as well as non PPG pupils in reading and writing              | Additional teaching for targeted groups of PPG and non PPG pupils<br>Targeted interventions.  | Analysis of data shows writing often lags behind reading                              | Pupil progress meetings, book trawls, pupil discussions and classroom observations. | EYFS teacher<br>KS1 teacher<br>Lower KS2 teacher<br>Upper KS2 teacher | Post Lac Teacher support<br>.5 day/week<br>£3000<br><br>£4400<br>1:1/Group |

## 2. Targeted Support

| Desired Outcome  | Chosen action/approach  | Rationale for choice  | How will you ensure it is implemented well?  | Staff lead  | Review of strategy<br><br>Cost  |
|--|---|---|--|---|---|
| Improve language skills for PPG pupils in Reception and lower KS2 to support children in the development of reading and writing                          | Targeted interventions by teachers and teaching assistants<br>Whole school focus on developing positive learning values – focus, engagement, self belief and determination.   | Foundation Stage profile shows low attainment on entry for speaking and listening for some PPG children.  | Regular assessment and feedback.<br>Assessing reading and writing through moderation | EYFS teacher<br>KS1 teacher<br>Lower KS2 teacher<br>Upper KS2 teacher | £500 to support language resources.<br><br>£1900 1:1 EY & KS1<br><br>KS2 £4400<br><br>LAC £1000 |
| To offer appropriate support for pupils/families with social emotional and mental health needs so that they can enjoy a fuller access to the curriculum. | CAF support as appropriate offered to families.<br>Support from Strong Young Minds and/or CAMHS.<br>Open door policy means there is always someone to talk to.<br>Attachment training – all staff<br>Targeted support through TA/Team Teach | A significant number of PPG pupils present with EBD/mental health need. If we can support them to develop resilience and strategies then they will be readier to learn. | Individual monitoring by headteacher   | Headteacher<br>Teaching and support staff.                            | £300 to support activities.<br><br>Pastoral support 1:1 £750<br><br>CPD £200                    |
| Improved attendance among PPG pupils   | Attendance panel meetings as required,  | Attendance panel meetings and bespoke action  | Half termly data reviews.  | Headteacher<br>Attendance officer                                     | £900 attendance officer fees.   |

|  |   |  |                                    |                                |  |
|--|---|--|------------------------------------|--------------------------------|--|
|  | supported by CAF process if appropriate.  | plans are so far proving effective in terms of improving attendance            |                                    |                                |  |
| The families of our PPG pupils develop confidence in supporting their children in literacy and numeracy. | Raise parental aspirations so they have higher expectations of their children and can support them at home. | Individual meetings.<br>Family Maths project – weekly and Family Maths evening |                                    | Headteacher<br>All staff       | £1500                                  |
| Pupils with PPG and SEN make accelerated progress in literacy and numeracy                               | Diminish the difference between educational attainment outcomes achieved by PPG and non PPG.                | Targeted support in line with IEP.   | Termly Pupil Progress, SEN reviews | Headteacher/SENCO<br>All staff | Data Tracking<br>£200<br><br>LAC £1000 |

### 3. Other Approaches

| Desired Outcome   | Chosen action/approach   | Rationale for choice   | How will you ensure it is implemented well?   | Staff lead         | Review of strategy<br><br>Cost  |
|---|--|--|---|--------------------|---|
| For children to see themselves as independent and successful learners, enjoying engagement in the learning process.   | Children's University<br>Whole school focus on developing positive learning values – focus, engagement, self belief and determination.                                   | Raises aspirations by promoting and celebrating individual achievement and resilience in learning outside the classroom. | Free Learning Passport to every PPG child. Celebrated in an annual graduation ceremony.   | Headteacher        | £500 to support language resources. (suspended during Covid)  |
| Ensure all children are given the same opportunities to access residential/school trips and extra curricular activities, including Sport and PE as their peers. | Year 6 outdoor adventure learning residential<br>School day trips<br>Extra curricular clubs, with particular emphasis on sport and PE uptake<br>Individual music tuition | Some children live in areas of rural isolation and would not otherwise be able to access this range of activity.         | All staff plan a trip or visit each term linked to their current learning. Full offer of after school clubs. Individual guitar tuition paid for by school | All teaching staff | Trips £560<br>Swimming £360<br>Milk/Uniform £150<br>Other £1000 suspended during Covid at appropriate points) |