

# North Cave CE Primary School Pupil Premium Strategy Statement



1. Summary Information			
<b>Academic Year</b>	2020-21	<b>Total PP budget</b> £15,174.	
<b>Total number of pupils</b>	100	<b>Percentage of pupils eligible for PP</b> 8%	<b>Date of Internal PP Review</b> February 2021

2. Current Attainment					
2019 Statutory Assessments					
	School 2019				
Percentage of children in Reception achieving GLD	86.7%				
	School 2019				
Percentage of Year 1 children achieving the expected standard in the phonics screening check	84.2%				
<b>KS1 SATS</b>	<b>Reading</b>	<b>Writing</b>	<b>Maths</b>	<b>Science</b>	<b>RWM</b>
% EXP +	85.7	71.4	78.6	85.7	71.4
% GDS	35.7	35.7	35.7		21.4

<b>KS2 SATS</b>	<b>Reading</b>	<b>Writing</b>	<b>Maths</b>	<b>EGPS</b>	<b>RWM</b>	<b>Science</b>
% EXP +	76.2	66.7	71.4	66.7	57.1	81
% High Score	28.6	23.8	23.8	19	14.3	
Average scaled score	104.4		103.6	102.5		
Progress score	0.29	-2.35	-1.58			

- The results of the children in receipt of pupil premium are tracked and monitored within school. These are not published externally due to the size of the cohort.

### 3. Barriers to future attainment (for pupils eligible for PP)

#### In-school barriers

<b>A.</b>	Low attainment
<b>B.</b>	Low self esteem and lack of confidence in learning
<b>C.</b>	Low reading skills

#### External Barriers

<b>D.</b>	Lack of access to technology to support learning
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#### Outcomes

	Desired Outcomes and how they will be measured	Success Criteria
<b>A.</b>	Improved attainment in reading, writing and maths for all pupils, including those eligible for PP funding.	Increase in percentage of PP pupils achieving the expected standard or exceeding the expected standard at the end of the academic year in Year 2 and Year 6. Increase in the percentage of pupils on track to achieve the expected standard or exceed the expected standard at the end of the academic year based upon teacher assessment.
<b>B.</b>	Increased confidence and self esteem	Improved attitudes to learning evidenced through discussions with pupils, observations and evidence within books.
<b>C.</b>	Improved fluency and understanding when reading	Increase in the percentage of PP pupils achieving or exceeding the expected standard in reading at the end of the academic year. Improvement in reading fluency evidenced through teacher

assessment.

## 5. Planned Expenditure 2020/21

### i.Quality of teaching for all

Desired outcome	Chose action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	Review
To increase the percentage of pupils meeting or exceeding the expected standard in maths	<p>Continue to embed the mastery approach for maths.</p> <p>Use appropriate and timely assessments in order to identify gaps in learning.</p> <p>Provide appropriate support and intervention where necessary.</p> <p>Increase the focus on recall of basic numbers facts such as multiplication tables.</p>	<p>Mastery approach will aid pupils in deepening their understanding and thus support their problem solving.</p> <p>Important to ensure pupils have recall of basic number facts in order to apply these in more complex number calculations.</p>	<p>Staff training on mastery approach.</p> <p>Review of assessment policy in order to ensure appropriate and timely assessments to inform interventions.</p> <p>Regular tracking of number multiplication fact recall.</p> <p>PPMs held and pupil performance analysed.</p>	<p>S Cawood</p> <p>R. Winks</p> <p>E.Ingham</p> <p>R.Winks</p>	<p>February 21 and July 21.</p>

<p>To improve reading fluency and comprehension</p>	<p>Whole class guided reading to be reinforced.</p> <p>All KS2 pupils to have access to Reading Plus in order to support comprehension and fluency.</p> <p>Pupils in KS1 to have access to Lexia.</p> <p>Targeted pupils to be included in 'regular reader' initiative.</p>	<p>Whole class guided reading more effective in ensuring all pupils are taught skills of reading.</p> <p>Reading Plus shown to improve reading fluency and the use of comprehension questions ensures pupils are demonstrating understanding alongside this.</p> <p>Lexia is being used to reinforce phonic skills.</p> <p>Regular reading initiative used in order to target pupils who need further practice to develop reading fluency.</p>	<p>QA to take place of teaching of reading.</p> <p>Staff training to take place on effective strategies to teach reading.</p> <p>Member of staff to oversee Reading Plus and Lexia pupil information in order to ensure regular usage and pupil progress.</p>	<p>S. Cawood/ R.Winks</p> <p>S. Cawood</p> <p>R.Winks</p>	<p>February 21 and July 21.</p>
<p>To increase the percentage of pupils meeting or exceeding the expected standard in writing</p>	<p>Continued focus on talk for writing approaches.</p> <p>Increase focus on explicit teaching of grammar skills.</p> <p>Provide small group</p>	<p>Analysis of writing shows that this is the area most affected by school closure.</p> <p>Within writing, some weakness in application of skills of grammar.</p>	<p>Staff training</p> <p>Regular moderation of writing in order to analyse school performance and identify pupils for intervention.</p> <p>PPMs held in order to plan and evaluate interventions.</p>	<p>S.Cawood</p> <p>All class teachers</p> <p>R. Winks and class teachers</p>	<p>February 21 and July 21.</p>

	intervention for targeted pupils in order to accelerate progress.	Writing intervention groups shown to be successful in school.			
<b>Total budgeted cost: £9,000</b>					

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chose action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff Lead</b>	<b>Review</b>
Improved progress for higher attaining pupils in writing.	Expose pupils to high quality text in a range of genre  Provide specific intervention in order to develop writing skills of more able pupils	Pupils need to be exposed to high quality texts in order to recognise features to include within their own writing.  Specific interventions can target specific text types or skills that assessments have identified as being a focus.	Staff training  Ensure staff have access to high quality examples of writing in order to share these with pupils.  Regular moderation allows staff to recognise greater depth writing and understand the features of this.  Regular PPMs held in order to identify pupils in need of intervention.	S. Cawood  Class teachers  R.Winks and class teachers	February 21 and July 21

Improved progress for higher attaining pupils in maths.	Ensure pupils have secure grasp of all four operations.  Ensure greater exposure to higher order questions that deepen thinking.	Analysis of work shows pupils with weaker recall of number facts find it harder to apply skills in arithmetic or higher order problem solving.  A school focus is to increase the percentage of pupils at the end of each key stage attaining a high score or greater depth.	Regular arithmetic homework.  Use of arithmetic assessments which are analysed in order to identify gaps.  Staff training in use of mastery approach in order to deepen pupils' understanding.  Regular PPMs held in order to analyse areas requiring focus and to identify pupils in need of intervention.	Class teachers  Class teachers  S. Cawood    R. Winks and class teachers	February 21 and July 21
<b>Total budgeted cost: £2,000</b>					

<b>iii.Other approaches</b>					
<b>Desired outcome</b>	<b>Chose action/approach</b>	<b>What is the evidence/rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff Lead</b>	<b>Review</b>
Improve pupils confidence and self esteem.	Heartsmart used across the school in order to support pupils emotional well being.  ELSA support available	Heartsmart has been successful in helping pupils to recognise feelings and strategies for dealing with these.	Staff training.  Discussions with pupils show good attitudes to learning.  Regular discussions with staff regarding	R. Winks  R. Winks	February 21 and July 21

	for targeted pupils	ELSA has been successful in school at supporting targeted children.	pupils' behaviour and attitudes to learning. Regular interaction between ELSA and class teachers.	R,Winks ELSA and class teachers	
To ensure appropriate access to remote technology.	Identify pupils unable to access remote learning and provide access through loaned devices	A small minority need this support in order to access support materials or remote learning at home .	Monitor access to remote learning where this has been provided.	R. Winks	February 21 and July 21
<b>Total budgeted cost:</b> £5,000					

<b>6.Review of Expenditure</b>			
Previous Academic Year <b>2019/20</b>	School closure in 2020 meant that there were no published results for pupils across the school. The school ensured remote learning was provided for all pupils and maintained regular contact with pupils in order to ensure their well-being. The school remained open for the pupils of key workers and targeted pupils and reopened to key year groups, with bubbles in the summer of 2020. Due to the disruption caused, a focus for 20/21 will continue to be on accelerating progress and supporting pupils' emotional wellbeing.		
<b>Review- Moving Forward (July 21)</b>			
As in 2019/20, there were no statutory end of key stage tests which make external verification of results difficult. The pandemic continued to cause continued significant disruption, including a further school closure in January 2021.			
<b>Key Outcomes targeted</b>			
Improved attainment in reading, writing and maths for all pupils, including those eligible for PP funding. – Staff training was able to take place,			

often remotely. Sally Cawood and Richard Winks continued to access and disseminate mastery training online. Statutory testing did not take place therefore there is no external verification of improved attainment. This is to remain a focus for next year.

Increased confidence and self esteem – ELSA sessions continued throughout the year, including phone calls during periods of school closure. These proved invaluable and parents reported a positive impact for their children. Additional measures were put into place to support emotional wellbeing, such as online study buddy groups during periods of school closure.

Improved fluency and understanding when reading – Data from reading plus showed that this had a positive impact upon both speed of reading and comprehension. Staff also reported a positive impact of whole class guided reading on pupils' fluency and comprehension.

Google Classroom was implemented during this year in order to provide support for pupils during period of school closure.