

# Euxton CE Primary School Pupil Premium Strategy 2020-21

Summary Information					
<b>Academic Year</b>	2020/21	<b>Total PP Budget</b>	£19760	<b>Date of most recent review</b>	Summer 2020
<b>Total number of pupils</b>	212	<b>Number of pupils eligible for PP</b>	14	<b>Date for next internal review of this strategy</b>	Summer 2021

## 1) Barriers to future attainment (for pupils eligible for PP)

### In-school barriers

A	Knowledge of and application of phonics and spelling rules in writing
B	Reading progress needs to be accelerated in order for children eligible for PP to close the gap and achieve ARE
C	Discretely taught writing skills are not consistently applied in extended writing by some children eligible for PP

### External barriers

D	Well-being of children eligible for PP is a focus, especially during the pandemic
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## 2) Desired outcomes

	Desired Outcomes	Success Criteria
A	Improved understanding and application of phonics and spelling rules	<p>Narrowing of gap in spelling ages for pp children</p> <p>Increased % of PP children at ARE for spelling</p> <p>Evidence of application of phonics and spelling rules in writing across school</p>

B	Improve attainment in reading, accelerating progress	Higher proportion of pupils eligible for PP make 'better than good' progress by the end of the year to close the gap with their peers and meet age related expectations
C	Writing to clearly show application of grammar and spelling taught	Pupils eligible for PP make 'good' or better progress by the end of the year to close the gap with their peers and meet age related expectations
D	Children and families to feel supported and nurtured by school, resulting in high levels of well-being and ability to navigate the uncertainty of the pandemic	Children to be able to communicate worries and have strategies in place to self-regulate emotions.  Feedback from children and parents that pupils are happy and well-balanced.  RAG rating for well-being assessed as green.

### 3) Planned Expenditure

#### i) Quality teaching for all

Desired Outcomes	Action/approach	What is the evidence & rationale for choice	How will you measure the impact/ensure it is implemented well?	Staff lead	When will you review implementation?
A. Improved understanding and application of phonics and spelling rules	Increased whole class focus on phonics with daily sessions  Use of Purple Mash sequencing for spellings, supported by No Nonsense Spellings resource	Spelling is a common need of children eligible for PP. Increased confidence in phonics and spelling will support writing progress.	Use of phonics tracker  Narrowing of gap in spelling age to chronological age using standardised test  Regular spelling tests	EO/LP	Summer 2021

	Phonics Tracker for assessment to be embedded				
B. Improve attainment in reading, accelerating progress	<p>Timetabled reading response times during Big Read sessions</p> <p>Targeted guided reading sessions</p> <p>Increased focus on teaching specific reading skills and vocabulary through English lessons.</p> <p>Access to high quality texts throughout the curriculum.</p> <p>Use of WOW events such as Book Week/Roald Dahl day</p> <p>Increased exposure to texts leading up to a write.</p> <p>Use of vocabulary walls/resources such as thesauruses</p>	<p>Feedback from LCC English consultants</p> <p>Previous year's tracking suggests that children have benefitted from this approach and that it is instrumental in speeding up progress</p>	<p>Monitoring &amp; evaluation of work in English books &amp; reading journals.</p> <p>Observations of timetabled activities during Big Read.</p> <p>Reading assessments in Summer 2021</p>	EO and LP	Summer 2021
C. Writing to clearly show application of grammar and spelling taught	<p>Use of grammar and spelling books at KS2 with key skills taught discretely and regularly.</p> <p>Daily spelling practice and reinforcement</p> <p>Regular opportunities for application of writing – even short pieces.</p>	<p>Data tracking and evidence gathering for children eligible for pp suggests that these are key areas of support needed to boost writing progress</p>	<p>Monitoring and evaluation of work in English books, checking that skills in grammar and spelling books are being applied and that skills are being transferred over time.</p> <p>Observations</p> <p>Data tracking</p>	EO and LP	Summer 2021

	Where possible, giving children the opportunity to write for a real audience				
A, B and C  Marking and feedback – to provide ‘on the spot feedback’ to children so that misconceptions can be identified quickly and corrected	Increased use of purple pens and verbal feedback in class to encourage children to respond to marking	EEF research indicates that pupils benefit most from marking when time is set aside to enable pupils to consider and respond to marking	Monitoring and evaluation of of feedback in books. Evidence of pupils responding to marking.  Informal discussions with pupils  Data	NW, KL and MA	Summer 2021
<b>Total budgeted cost</b>					<b>£8500</b>

<b>ii) Targeted Support</b>					
<b>Desired Outcomes</b>	<b>Action/approach</b>	<b>What is the evidence &amp; rationale for choice</b>	<b>How will you measure the impact/ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
A. Improved understanding and application of phonics and spelling rules	Fast track phonics groups for children needing phonics intervention  Use of IDL intervention	This intervention has proven successful previously and targets children’s precise needs in a small group situation.  The gap to ARE for some children is quite wide and	Use of phonics tracker  Evidence in books and in reading records/progression through reading bands	EO and KL	Summer 2021

	<p>To buy into Bounce Back Phonics Intervention</p> <p>To buy into Fast Forward Spelling intervention</p> <p>Use of Support For Spelling</p>	<p>specialised intervention is needed</p> <p>KS2 children are sometimes too reliant on phonics and need more awareness of spelling rules</p>	<p>Spelling Age assessments</p>		
<p>A and B</p> <p>Application of phonics in reading and improved understanding of reading.</p>	<p>Daily reading practice 1:1 for children to practise application of phonics</p>	<p>Regular practice needed for children to apply their phonics and discuss their reading with an adult, promoting enjoyment of reading and comprehension of the text.</p>	<p>Evidence in books and in reading records/progression through reading bands</p>	<p>EO, LP and KL</p>	<p>Summer 2021</p>
<p>B Improved reading comprehension skills</p>	<p>Additional small group guided reading opportunities where needed to embed skills</p> <p>High level targeted TA support in class</p>	<p>EEF reflects significant gains in progress for pupils working in small groups or accessing 1:1 support.</p>	<p>Monitoring &amp; evaluation of work in English books &amp; reading journals.</p>	<p>EO, LP and KL</p>	<p>Summer 2021</p>
<p>C. Improve attainment in writing</p>	<p>Small group support targeting child's specific need – eg handwriting/spelling/grammar</p> <p>High level targeted TA support in class providing guided and shared writing sessions</p>	<p>EEF reflects significant gains in progress for pupils working in small groups or accessing 1:1 support.</p>	<p>Monitoring &amp; evaluation of intervention work.</p> <p>Data tracking.</p>	<p>EO, LP and KL</p>	<p>Summer 2021</p>
<b>Total budgeted cost</b>					<b>£10,200</b>

**iii) Other approaches**

Desired Outcomes	Action/approach	What is the evidence & rationale for choice	How will you measure the impact/ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Children and families to feel supported and nurtured by school, resulting in high levels of well-being and ability to navigate the uncertainty of the pandemic</p>	<p>Well-being approach on return to school in September based on '5 Ways to Well-being' – including increased focus within curriculum on mental health and well-being</p> <p>Whole school well-being homework once a half term so that children and their families can reflect on their well-being and feedback</p> <p>One Decision resource embedded in PSHE with 'Ask It Basket'</p> <p>Worry Jars in classrooms for pupils to be able to communicate worries with teacher</p> <p>Facility for nurture where needed with trusted adult within classroom bubble.</p>	<p>Analysis from summer showed some children as amber on RAG rating for well-being. With continuing lockdowns and varying family situations, it is essential that we support and monitor children's well-being.</p>	<p>Feedback from parents and children</p> <p>RAG well-being rating</p> <p>CPOMS</p> <p>Teacher feedback</p> <p>Pupil and parent interviews/questionnaires</p>	<p>NW and KS</p>	<p>Summer 2021</p>

	Maintaining high levels of physical activity within school day				
<b>Total budgeted cost</b>					<b>£1,500</b>