

## Pupil Premium Strategy Statement Upton Meadows Primary School 2020 - 2021



1. Summary information					
<b>School</b>	Upton Meadows Primary School				
<b>Academic Year</b>	20 / 21	<b>Total PP budget</b> £117.15 Summer 2020	1345 per pupil x92 = 123.740 2300 lac x3 = 6900 123.749 + 6900 = <b>£130,640.00</b> Additional 13,625	<b>Date of most recent PP Review</b>	March 2020
<b>Total number of pupils</b>	386	<b>Number of pupils eligible for PP</b>	94	<b>Date for next internal review of this strategy</b>	December 2020

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>% achieving in reading, writing and maths</b>	N/A	N/A%
<b>% making progress in reading</b>	N/A	%
<b>% making progress in writing</b>	N/A	%
<b>% making progress in maths</b>		%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Behaviour towards learning having impact on the progress and attainment of a high number of children in receipt of PP. (Part time / attendance)
<b>B.</b>	A large proportion of the disadvantaged children have significant additional barriers towards learning. 58% just Ever 6, 20% Ever 6 and EAL, 22% Ever 6 and SEND and 3% Ever 6, EAL and SEND. (From October 2020 data)
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>C.</b>	Children eligible for PP with low attendance/ lateness / part time timetables make less progress than others pupils.
<b>D.</b>	Poor home learning environments Parental engagements support / Technology gap due to remote learning Parental engagement and aspirations for their child's education.

<b>4. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Behaviour across the school improves and children are ready for learning and have better attitudes and ownership of their learning.	PP across the school are showing better attitudes towards school, rules and a readiness for learning. A decrease in the number of PP children's behavioural incidents across the school. (Monitored closely on My Concern).
<b>B.</b>	High expectations for PP children and additional support, guidance and intervention for pupils with multiples barrier. Higher rates of progress and attainment for PP children, measured through assessment in NTS tests.  FSW / SEND support for children who have multiple barriers and improved attainment and progress for children who are PP without other barriers to learning.	Children across the school who are PP to have rapid progress to close the gap for attainment 2020 /2021. Measured by NTS assessment and moderation.  Phase leaders and subject leaders having a greater awareness of tracking PP children, including low, middle and higher children and evidence of high expectations in monitoring of teaching. High expectations seen in learning walks, exercise books and attitudes to learning. Tracking of all groups of PP children.
<b>C.</b>	Increased attendance rates for PP children and less lateness.	Reduction in the number of PP children with low attendance and lateness. Overall PP attendance improves in line with other children. Maximise the number of PP children actively using the breakfast club to ensure that they are in school on time and ready to learn.
<b>D.</b>	Increased involvement in learning from parents of PP children. FSW to work closely with families to ensure positive learning environments at home.	Two FSW to work closely with families to engage them in the school life, support them with understanding what their children are learning and overcome any barriers. FSW to monitor, track and record families they work with to identify improvements. FSW to support families with accessing and engaging with learning in the event of a bubble learning from home.

5. Planned expenditure					
Academic year		2020 / 2021			
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A) Behaviour across the school improves and children are ready for learning and have better attitudes and ownership of their learning.	Firm expectations, reward and sanctions for behaviour consistent across the school.  Behaviour Policy followed and actions taken where behaviour is not acceptable.	'Paul Dix' training fully embedded and built upon across the school.  Metacognition and self-regulation approaches promoted to empower children to have positive learning attitudes.	Regular monitoring and recording using My Concern. SLT /HT to review and take action as require inline with the policy for any children displaying poor attitudes to learning or behaviour. SMART targets to be agreed in meetings with parents and regularly reviewed fortnightly.  Ongoing updates and training for staff as required to maintain high expectations.	CS	Ongoing in line with policy Fortnightly for part time pupils
				<b>Total budgeted cost</b>	£0
ii. Targeted support					

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>B) High expectations for PP children and additional support, guidance and intervention for pupils with multiples barrier. Higher rates of progress and attainment for PP children, measured through assessment in NTS tests.</p> <p>FSW / SEND support for children who have multiple barriers and improved attainment and progress for children who are PP without other barriers to learning.</p>	<p>Insight Assessment data analysed closely by teachers, phase leaders and SLT to ensure that children with multiple barriers are fully supported and needs effectively addressed.</p> <p>NTS assessments and teacher assessment used to inform quality first teaching, interventions and additional support.</p> <p>Phonics Speech and Language Maths No Problem</p> <p>FSW provide family support and advice for families to instil high aspirations.</p> <p>Nurture groups to support behaviours for learning and measured through Boxall profiles and case studies.</p> <p>Family support worker to support families and children with multiple needs.</p>	<p>EEF 'Guidance effective use of a TA'</p> <p>Where possible teachers to deliver or support the delivery of intervention in order for maximum progression.</p> <p>PP children who also have SEND/ and or CP, emotional or behavioural difficulties may have difficulties in concentrating and engaging in learning.</p> <p>Families and children need support in difficult circumstances</p>	<p>Pupil Progress Meetings</p> <p>Phase leaders and subject leaders having a greater awareness of tracking PP children, including low, middle and higher children and evidence of high expectations in monitoring of teaching. High expectations seen in learning walks, exercise books and attitudes to learning.</p> <p>Tracking of all groups of PP children.</p> <p>Boxall scores and case studies to evidence the children's progress enabling them to access their learning.</p> <p>Sam Y, Andrea B to continually monitor the children's progress and transitioning back into class and supporting them with their achievements.</p>	<p>SLT Phase leaders Teachers</p> <p>SENCO</p>	<p>Half termly</p>

C) Increased attendance rates for PP children and less lateness	<p>FSW fortnightly review on attendance / late rates. Rigorous meetings held, with clear minutes and action plans, by FSW and families who have poor rate. Incentives for improved attendance. Late gates. Follow NPAT Policy.</p> <p>Breakfast Club Late Gate</p>	<p>There is a correlation between poor attendance and lateness with poorer attainment. Children who are not in school need more catch up. Pupil premium review highlights attendance as a key issue to be addressed.</p> <p>Incentives for improved attendance as well as regular termly rewards already in place.</p>	<p>Monitoring of attendance through regular data checks, letters and attendance surgeries. Involvement of governors and external agencies.</p> <p>Reward systems in place to support all children in attendance. Family support workers to address individual needs of families to support with routines to improve attendance.</p> <p>Regularly review breakfast club attendance and impact.</p>	<p>FSW HT / DHT</p>	<p>FSW fortnightly HT/DHT Each half term</p>
<b>Total budgeted cost</b>					£73,166.00
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen 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>When will you review implementation?</b>
D) Increased involvement in learning from parents of PP children. FSW to work closely with families to ensure positive learning environments at home.	<p>FSW to run parenting groups to support parents of PP children. E.g. Family Art sessions &amp; homework drop in groups. These initially via zoom to be COVID-19 secure. Parental learning opportunities to work alongside children on learning and information about learning and targets. FSW to liaise and support targeted families with learning if there is a</p>	<p>EEF 'Guide to the Pupil Premium', which was published in June on PP spending by the DfE 'FAQ'</p> <p>Research indicates that children who have hard to reach parents who are less engaged to support children in learning achieve less well in attainment and progress.</p>	<p>Two FSW to work closely with families to engage them in the school life, support them with understanding what their children are learning and overcome any barriers. FSW to monitor, track and record families they work with to identify improvements.</p> <p>Monitoring of parental engagement in learning activities as well as other engagement in the school.</p>	<p>FSW CS</p>	<p>December 2020 February 2021 April 2021 May 2021 July 2021</p>

	<p>requirement for them to learn from home.</p> <p>Breakfast Club food  Breakfast Club  PP Meals  Staff/other staff costs  Pupil Premium School Meals  Uniform  Book vouchers  Educational Trips / visits</p>		<p>Learning packs and conversations about learning to encourage parents to support their children. FSW to target certain parents in order to support their children. Parenting Groups. Parents invited into school for children to share their work. Weekly reading p.m. with FSW support.</p>		
<b>Total budgeted cost</b>					43,849.00

6. Review of expenditure				
Previous Academic Year 2019 / 2020		£138,599.00		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>Behaviour for learning across the school.</p> <p>PP children to develop more of a desire to read and improve fluency and comprehension skills.</p> <p>Continue to develop the whole staff knowledge on metacognition and the effective use of support staff to ensure that they support the progress of pp children.</p>	<p>Policy updated</p> <p>Librarian</p>	<p>Behaviour across the school in general improves with greater high expectations reinforces. Several children who were unable to adhere to the school rules were on part time timetables and EIPT advice was adhered to.</p> <p>EHCP plans put in place to support children in accessing provision more suitable for their high level needs.</p> <p>Lesson observation and learning walks before COVID 19 lock down showed strengths in teaching and learning using metacognitive approaches.</p>	<p>Continue with the behaviour approach across the school with vigorous actions taken where children continue to show unsafe or acceptable behaviours.</p> <p>Metacognition and Cognitive Science approached to continue to be a focus for both teaching and learning in 2020 / 2021</p>	<p>£3,000.00</p> <p>£8,974.00</p>

<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Ensure that PP children have access to resources and activities.	Visits / trip contributions /Residential Uniform Clubs Books	Children feel central to the school in uniform and able to access clubs and residential – equal access to all.	2020 2021 continue to provide support with educational visits, residential, uniform, clubs, meals and book tokens.	£52,311.00
Increased involvement in learning from parents of PP children.		Due to COVID 19 FSW were unable to run many parenting groups to support parents of PP children. E.g. Family Art sessions & homework drop in groups.	FSW to hold virtual parent support groups using Zoom until they are able to commence when COVID 19 safe.	£39,725.00
Improved parental engagement				
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Improve attendance  Support for children with multiple barriers	Rigorously implement the NPAT attendance policy.  Seek support from Jogo attendance office.	Several families on continuous review and action plans reported to external agencies for help and monitoring. Fines given to families where attendance remains an ongoing issue.  COVID 19 closure delayed some follow up meetings with families due to non-attendance but all to be followed up in September 2020.	Continue with attendance strategy and seeking additional support from outside agencies as required.  To continue in 2020 /2021: <ul style="list-style-type: none"> <li>• SENCO support</li> <li>• ELSA support</li> <li>• FSW support</li> <li>• S&amp;L support</li> <li>• Pastoral support</li> <li>• Classroom support</li> </ul>	£34,589.00

## 7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.  
Our full strategy document can be found online at: [www.aschool.sch.uk](http://www.aschool.sch.uk)