



Stanton Harcourt  
CE Primary School

## Pupil Premium Strategy Statement for 2020-2021

*The Pupil Premium (introduced in 2011) gives schools extra funding to raise the attainment of disadvantaged pupils from reception to year 6 and close the gap between them and their peers.*

*In 2019-2020 financial year, schools received £1320 for each primary child registered as eligible for free school meals or at any point in the last 6 years, £300 for each pupil whose parents are currently in the armed forces and £1,900 for each pupil who is looked after or in care.*

*Stanton Harcourt CE Primary School has been allocated **£21,685** for 2020-2021. We have **22** Pupil Premium children*

*At Stanton Harcourt CE Primary School the Headteacher and SENCO work together as our Pupil Premium Grant (PPG) leads, which includes monitoring and the planning the provision for children entitled to the PPG. Our designated Governor who monitors the impact of the PPG spending is Jenny Faulkner.*

*This document is divided into two parts:*

### *Part One: The Strategy for this Year*

*Page 2: Barriers to Learning and Support and Provision for 2020-2021*

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*Page 4: Success Criteria for desired Outcomes for 2020-2021*

### *Part Two: A Review of Last Year's Strategy*

*Page 5: Summary information for 2019-2020; Attainment for PPG Children at the end of 2019-2020; Progress for PPG Children at the end of 2019-2020*

*Page 6: Review of expenditure for 2019 to 2020: IMPAC*

## Barriers to Learning (and Future Attainment and Progress)

*Identified by the Senior Leadership Team and Class Teachers for the current cohorts*

### Barriers to learning that can be addressed in school

A	COVID lockdown and long-term absence from school (confirmed)
B	Pupils have poor language and communication skills (knowledge, vocabulary, comprehension, expression)
C	Pupils have poor reading skills and comprehension so are unable to access parts of the wider curriculum
D	Pupils have Special Educational Needs and Disabilities (25% of our PPG children are on the SEND register)
E	Pupils have gaps in their learning so are unable to access the age-appropriate work

### Barriers to learning that may require action outside of school

F	Pupils may have families that have challenges with supporting their child's education
G	Pupils may not have 'experiences' and an understanding of the wider world (cultural capital)

## Support and Provision & Planned Expenditure to address the Barriers to Learning

	Chosen action / approach	Evidence & rationale for this choice?	Desired Outcome	Monitoring	Lead	Review
A	See our COVID Catchup Funding Document	<i>See document</i>	To raise the attainment and progress of the children	Seasonal Term	Ellie Pascoe Andrew Denham	April 2021  <b>n/a</b>
B	Whole Staff Training, from the Speech and Language Therapy Service, on the Colourful Semantics intervention and resource. For staff to use this resource for 1-2-1, small group and whole class teaching	The Colourful Semantics intervention can support children with the following: <ul style="list-style-type: none"> <li>➤ Using wider vocabulary</li> <li>➤ Generating longer verbal &amp; written sentences</li> <li>➤ Helping answer questions or generate responses to questions</li> <li>➤ Developing the use of nouns, verbs, prepositions and adjectives</li> <li>➤ Improving story telling skills</li> </ul>	Pupils develop their spoken language skills so that it can be transferred to written sentences and written language comprehension	Seasonal Term	Ellie Pascoe Andrew Denham	April 2021  <b>£286</b>

Support and Provision & Planned Expenditure to address the Barriers to Learning						
	Chosen action / approach	Evidence & rationale for this choice?	Desired Outcome	Monitoring	Lead	Review
C	Purchase PM Benchmark Reading Assessment Kit & Training: <b>£1200</b> Purchase quality reading books that are levelled to a 'finer' degree of progression in 'difficulty': <b>£8000 estimate</b> Purchase quality storage for these text for easy access: <b>£200 estimate</b> <i>Consider employing a TA for 'mornings' to deliver daily 20–30-minute reading sessions (based on the Reading Recovery model) to develop reading comprehension skills, combined with phonics: £5000 estimate</i>	If you can't read well, you won't be able to write well or access many elements of the wider curriculum. Many of our PPG children are below ARE in reading so we want them to make accelerated progress. We will be using a reading intervention based on the Reading Recovery approach using high-quality, finely differentiated books. This will engage and support children to become more motivated and independent readers. Improved reading skills will improve their writing skills including, sentence structure and styles, vocabulary, grammar and new ideas for writing. Also, on average, reading comprehension approaches deliver an additional six months' progress ( <i>Educational Endowment Foundation research: Reading Comprehension Strategies</i> )	Pupils are able to access age-appropriate texts because they meet age related expectations  Pupils writing develops as an outcome of improvement in their reading	Seasonal Term	Ellie Pascoe  Andrew Denham  Stacey Conroy/ JJ Gurga	April 2021
						<b>£14,400</b>
D	Partially fund the employment and training of a non-classed based teacher to be SENCO/Family Inclusion Co-ordinator (0.3) <i>25% of PPG Children are also SEND.</i>	Having a designated member staff who can lead and facilitate support and provision (in and out of school) for individual children and their families, will lead to a more coordinated approach and monitoring of a pupil's needs	We have a trained SENCO and Family Inclusion Co-ordinator Teachers and TA's are delivering the appropriate support and provision for children. External services are providing support for the children and families, where	Seasonal Term	Ellie Pascoe	April 2021
						<b>£2500</b>
E	To partially fund the employment of Teaching Assistants to deliver small group tuition interventions to help address the gaps in the children's learning. Teacher's to adopt a 'Assess, Plan, Do, Review' approach to deciding the content of these tuition groups	Small group tuition is most effective if it is targeted at pupils' specific needs. <i>(Educational Endowment Foundation research: Small Group Tuition)</i> So, teachers will use PiXL Assessments to identify bespoke 1-2-1 or small group tuition intervention plans.	Pupils will 'fill the gaps' in their learning so that they are start to find it easier to access age-appropriate work	Seasonal Term	Andrew Denham  Stacey Conroy	April 2021
						<b>£3500</b>
F	<i>See D</i>	<i>See D</i>	<i>See D +</i> Families receive the necessary support from school & external agencies to help meet the educational needs of their child	Seasonal Term	Ellie Pascoe  Andrew Denham	April 2021
						<b>n/a</b>
G	To financially support families with funding After School Clubs, Trips and Residential	Broadening a child's experiences and understanding of the wider world gives them confidence, raises their self-esteem and develops the social skills. This will improve their attitude and approaches to learning in the classroom because they have more 'life-experiences to draw on'	All of the PPG children are able to access the clubs, trips and residential they wish to attend, free from financial constraint	Seasonal Term	Ellie Pascoe	April 2021
						<b>£1000</b>
<b>Total budgeted cost</b>						<b>£21,686</b>

<b>Success Criteria for the Desired Outcomes</b>		
	<b>Desired Outcomes</b>	<b>Success criteria: Raised attainment, better progress and...</b>
<b>A.</b>	To raise the attainment and progress of the children	1. All children make accelerated progress in Reading, Writing and Maths
<b>B.</b>	Pupils develop their spoken language skills so that it can be transferred to written sentences and written language comprehension	2. Teachers develop 'vocabulary rich' teaching practice and environment 3. Pupils in 1-2-1/group Colourful Semantics interventions make progress 4. Pupils sentence writing improves, relative to previous years
<b>C.</b>	Pupils are able to access age-appropriate texts because they meet age related expectations Pupils writing develops as an outcome of improvement in their reading	1. Pupils reading progress improves, relative to previous years 2. Pupils improve on their 'pre' and 'post' reading age scores (PM Benchmark) 3. More children reach Age Related Expectations 4. Pupils sentence writing improves, relative to previous years
<b>D.</b>	We have a trained SENCO and Family Inclusion Co-ordinator Teachers and TA's are delivering the appropriate support and provision for children. External services are providing support for the children and families, where necessary	1. A trained SENCO and Family Inclusion Co-ordinator 2. Pupils reading, writing and maths progress improves, relative to previous 3. Pupils have bespoke Pupil Profiles outlining targets and support 4. External services are engaged with support families & outcomes met
<b>E.</b>	Pupils will 'fill the gaps' in their learning so that they are start to find it easier to access age-appropriate work	1. Pupils make progress in their learning interventions 2. The quality of teaching during interventions is good
<b>F.</b>	Families receive the necessary support from school & external agencies to help meet the educational needs of their child	1. Parents know how to support their children's learning better 2. All parents attend parent meetings 3. Attendance for vulnerable children improves 4. External services are engaged with support families & outcomes met
<b>G.</b>	All of the PPG children are able to access the clubs, trips and residential they wish to attend, free from financial constraint	1. All of the PPG children are able to access the clubs, trips and residential they wish to attend, free from financial constraint

Summary information for previous year					
Academic Year		Total PP budget		Date of most recent PP Review	
Total number of pupils		Number of pupils eligible for PP		Date for next PP Strategy Review	

Attainment for PPG Children at the end of 2019-2020				
	Pupil Premium Pupils		Non-Pupil Premium Pupils	
	2020 (xx Pupils)	2019 (xx Pupils)	2020 (xx Pupils)	2019 (xx pupils)
% achieving expected standard or above in Reading				
% achieving expected standard or above in Writing				
% achieving expected standard or above in Maths				
Good Levels of Development (EYFS)				

Progress PPG Children between September 2019 to July 2020				
	Pupils eligible for PP (11)		Pupils not eligible for PP (94)	
	July 2019 to July 2020 (xx)	July 2018 to July 2019 (xx)	July 2019 to July 2020 (xx)	July 2017 to July 2018
*Expectation is for 6 STEPs progress				
Average 'STEPS'* progress in Reading				
Average 'STEPS'* progress in Writing				
Average 'STEPS'* progress in Maths				

**Review of expenditure for 2019 to 2020: IMPACT**

Desired outcome	Action /approach	Estimated impact <b>Note: COVID lockdown had a significant impact on the medium and long-term impact of the actions and approaches we took</b>	Lessons learned	Cost
			<b>Total spent 2019/20</b>	<b>£19,874</b>

Stanton Harcourt Primary School  
Annual Pupil Premium Group Report 2019/2020

The academic year 2019 - 2020 has held unique challenges in providing support for children eligible for the pupil premium grant (PPG) because, due to the Covid 19 pandemic, the school closed on 20.3.20. However, all children eligible for PPG have had the opportunity to access high quality learning assignments on Google Classroom and to attend regular Google Meets in small groups with a teacher or teaching assistant. In addition, by the end of term, 52% of children eligible for PPG have been able to return to school to some extent.

As there was no consistency in attendance after March 20<sup>th</sup>, for analysis purposes, this report will use data up to assessment point 2 (AP2) in March 2020.

The Pupil Premium Grant (PPG) is an element of school funding aimed at reducing the difference in attainment between certain disadvantaged groups of pupils and their peers. In 2019-2020 maximum potential funding was calculated based on providing £1320 for each pupil who has been eligible for free school meals in the past six years, and for looked after children or post looked after children, £2,300/year. There is also an allowance of £300 for children of families in the armed services. Children eligible for EYPP are allocated funding calculated on an hourly basis. The funding is provided to schools, who decide how best to spend this according to identified needs.

Numbers of children are eligible for PPG as per the table below. Numbers totalled 25 children by the end of the year. Children placed on the register for PPG part way through the year are allocated funds pro rata.

	<b>PPG funding amount per pupil</b>	<b>Number of children at year end (July 2020) = 25</b>
<b>Ever 6 Or PP R – Y6</b>	£1,320	16
<b>Looked after Children or Post LAC</b>	£2,300	3
<b>Services</b>	£300	4
<b>Early years Pupil Premium &amp; Early years PLAC</b>	Varied	2

Up to 20.3.20 we identified the following actions and impact:

<b>Abbreviations: CT/Class teacher, HT/Headteacher, SENCo/Special Educational Needs Co-ordinator</b>		
<b>Actions taken:</b> (Target Pupil Group)	<b>Impact:</b>	<b>Evidence:</b> Pupil Attainment and progress
PPG - whole school  Financial assistance with:  Educational trips  Clubs  Swimming	All children can access new educational experiences including:  Rugby club, computer club, art club, creative writing club, cooking club, stretch and relax club, visiting poet James Carter, residential trip to Wales, RE trip to Oxford Mosque and Headington Gurdwara, visit to Didcot Water System Education Centre, Festival of Voices, Junior Citizen trip, Christmas pantomime trip, Film Festival trip.  SATs booster sessions and school uniform.  These experiences helped to extend their individual skills and add to their understanding of the particular topics.	Progress is evidenced through CT /TA observation of children and children's daily work and assessment. Children are more able to contribute to class discussion with confidence and understanding having attended school trips. Swimming and clubs – children make progress as a result of having access to the same opportunities as their peers and thrive/succeed in a creative environment which suits individual interests. All children have access to swimming lessons half the school year.
Whole staff attended 2 days training in Philosophy 4 Children	Children are involved in high quality planned philosophical debate, are developing high order thinking skills and practising constructive ways to disagree.	Observations across the school consistently show that children are communicating more effectively.
Nurture Group TA continues to develop a Nurture group for targeted vulnerable PPG children	Children attending a fortnightly Nurture group have a regular opportunity to share worries/build coping strategies and trusting relationships.	CT, HT and SENCo share observations of this group and report higher levels of focus and confidence in children attending the group.
PLAC  Educational visits, coach costs and clubs are fully funded.	Data shows that all children in this group have made good progress overall though one child has made slightly less progress in all subjects.	Evidenced in schoolwork books, teacher assessment and target tracker.
Busy Bees - Reception QFT in EYFS. Full curriculum is available every week during lock down as well as Google Meets.	Two children have made exceptional progress in all curriculum areas. The remaining 6 have made good progress.	Observed and monitored by HT, CT and SENCo.
Squirrel Class QFT in years 1 and 2. The full curriculum is	All children eligible for PPG have made good progress overall apart from one child with less than expected progress.	Ongoing assessment and observation monitored by HT, CT and SENCo.

available every week during lock down as well as Google Meets.		
Badger Class QTF in years 3 and 4. The full curriculum is available every week during lock down as well as Google Meets.	2 children made good progress. 2 children made reasonable progress. 2 children have not made sufficient progress.	Assessed by CT via TT and observation. Monitored by HT, CT and SENCo.
Owl Class QTF in years 5 and 6. The full curriculum is available every week during lock down as well as Google Meets.	All four children eligible for PPG have made at least good progress.	Assessed by class teachers via TT and observation. Monitored by HT, CTs and SENCo.
Year 6 2 x SATS booster sessions per week from January to March	All children achieved at least ARE in all subjects apart from 1 child who was below in maths.	Teacher assessment using past SATS tests.

Incomplete data for the year 2019 - 2020 means that it is not possible to draw end of year comparisons between the PPG group and non-PPG groups of children.

#### 2020-2021 Planned Expenditure

##### EYFS and KS1

- 1 child in KS1 needs to make accelerated progress in reading, writing and maths
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- Through Quality First Teaching - increase the number of PPG children reaching expected levels in writing.
- Continue to deliver Talk Boost Groups to reduce word gaps.

##### KS2

- 1 child in KS2 needs to make accelerated progress in reading, writing and maths
- Provide focused SATS support to Y6
- Continue to assist in financing clubs, swimming and educational trips including residential.
- Continued support of Nurture Group and Young Carers' Group