Pupil premium strategy statement

School overview

Metric	Data
School name	St Botolph's CEP School
Pupils in school	450
Proportion of disadvantaged pupils	21% (93)
Pupil premium allocation this academic year	£125,085 (£1345 per child)
Academic year or years covered by statement	R – Y6
Publish date	1st November 2020
Review date	1st Novemeber 2021
Statement authorised by	Amy Chitty
Pupil premium lead	Janet Harding
Governor lead	Ethos and Welfare Committee

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	No data available
Writing	No data available
Maths	No data available

Disadvantaged pupil performance overview for last academic year

Measure	School	National (2019)
Meeting expected standard at KS2 (RWM combined)	63%	51%
Achieving high standard at KS2 (RWM combined)	12%	5%

Strategy aims for disadvantaged pupils

Priority area	Aim
Teaching	To improve teaching and learning by ensuring that an effective teacher is leading every class and that every teacher is supported to keep improving
Targeted support	To improve outcomes for disadvantaged pupils through structured small group or one to one interventions linked to class teaching.
Wider strategies	To reduce non-academic barriers to success in school (including attendance, behaviour and social emotional support), widen horizons and raise aspirations.

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Literacy lead to deliver further training and development for all staff on teaching of reading. Use classroom monitoring, examination of data and pupil progress meetings to ensure that children are making appropriate progress. Support for developing practice, particularly with early career teachers. Extend use of Accelerated Reader with all year groups to increase reading for pleasure and improving comprehension. Literacy lead to develop initiatives to target reading eg non-fiction November Encouraging wider reading for a purpose and ensuring all children receive good quality teaching of reading including carefully selected archaic texts to support the curriculum	Ongoing

Progress in Writing	All classes to include Power of Reading writing opportunites within their planning. Non-negotiables agreed and implemented Whole school target to improve the oracy skills of pupils to impact upon their spelling and writing outcomes	December 2020 July 2021
Progress in Mathematics	Maths Mastery fully implemented upto Year 5. Use of manipulatives and an understanding of vocabulary prioritised. Arithmetrips ensure knowledge of tables and instant recall plus use of Times table Rockstars and Doodle maths to encourage engagement	Ongoing.
Phonics	English team to develop whole school approach to spelling including phonics and monitor the implementation and effectiveness of this. Both Year 1 and 2 focus on phonics sequences preparing for screening	In place by November 2020
Curriculum	The St Botolph's Currciulum to be fully implemented ensuring opportunities to broaden horizons and widen opportunities. Experiences to continue where possible within Covid restrictions	Ongoing
Projected spending	£18,085	

Targeted academic support for current academic year

Measure	Activity
Priority 1	Inclusion team HLTA to provide identified disadvantaged pupils in KS2 with regular structured support with reading, comprehension and vocabulary. This to be carried out by class TAs until Covid restrictions are lifted
Priority 2	Class TAs boosting daily reading in KS1 with disadvantaged pupils including supporting phonics in differentiated groups
Priority 3	Employ services of qualified speech and language therapist to work alongside school staff to address language issues

Prioirty 4	To offer additional teacher support to boost confidence and self-belief, filling in any gaps, in Year 2 and Year 6
Barriers to learning these priorities address	Lack of language skills and exposure to standard English. Poor oracy skills make phonics challenging
Projected spending	£65,000

Wider strategies for current academic year

Measure	Activity
Priority 1	Provide experiences that will enhance and develop pupils' different modalities of intelligence, support their wellbeing and promote independence and resilience eg Forest Schools, school journeys, trips and outings, music lessons, extra-curricular enhancement days, therapy dog (where possible within Covid restrictions)
Priority 2	Provide breakfast club, after school club and an Attendance, Lateness and welfare HLTA to improve attendance and engagement with school (including family support)
Barriers to learning these priorities address	Developing relationships with reluctant families Ensuring attendance for PPG pupils improves
Projected spending	£42,000

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given to allow for staff professional development	Use of staff meetings and regular release time for leaders
Targeted support	Ensuring HLTA/TA has enough time each week to work with pupils	Inclusion Manager to meet regularly and ensure provision is not affected by cover and priority given to these pupils.

Wider strategies	Engaging difficult to reach families	Work closely with other staff who have already built relationship

Review: last year's aims and outcomes

Due to Covid –19 and closure of school from 20th March, we have decided to continue with the initiatives from last year as well as give extra support from Catch-Up funding where appropriate. Last year's impact of strategy spending is difficult to measure. Spending was diverted to give more general support including food, clothing, resources and emotional support for families during the pandemic.

<table>
<tr><th>Aim</th><th>Outcome</th></tr>
<tr><td>Teaching</td><td>Year 6 attainment
<table>
<tr><td></td><td>Expected</td><td>NA 2019</td></tr>
<tr><td>Reading</td><td>63%</td><td></td></tr>
<tr><td>Writing</td><td>63%</td><td></td></tr>
<tr><td>Maths</td><td>63%</td><td></td></tr>
<tr><td>RWM</td><td>63%</td><td>51%</td></tr>
</table></td></tr>
<tr><td>Targeted support</td><td>HLTA had formed positive relationships with children</td></tr>
<tr><td>Wider strategies</td><td>Attendance is improving (figures until 20/03/2020) as is attendance at both Breakfast and St Bots club
<table>
<tr><td></td><td>All pupils</td><td>PPG</td></tr>
<tr><td>Attendance</td><td>96.3%</td><td>95.5%</td></tr>
<tr><td>Breakfast club</td><td>6%</td><td>8%</td></tr>
<tr><td>St Bots</td><td>8%</td><td>9%</td></tr>
</table></td></tr>
</table>