

Pupil premium strategy statement 2020-2021



1. Summary information						
School	IQRA Primary School					
Academic Year	2020-21	Total PP budget	£98,185	Date of most recent PP Review		
Total number of pupils	622	Number of pupils eligible for PP	82	Date for next internal review of this strategy	Jul 2021	

2. 2019 – 2020 attainment				PP Data from previous 3 years		
<u>KS2</u>	All Pupils attaining Expected or above (School)	Pupils eligible for PP attaining Expected or above (school)	National average for PP	2018-2019	2017-18	2016-17
				% achieving expected in combined RWM		
% achieving expected or above in reading					81%	56%
% achieving expected or above in writing					91%	85%
% achieving expected or above in maths					88%	67%
Progress in reading					-0.64	-3.85
Progress in writing					1.02	0.07
Progress in maths					0.91	-2.22
<u>KS1</u>						
% achieving expected or above in reading					56%	86%
% achieving expected or above in writing					56%	86%
% achieving expected or above in maths					89%	86%

3. Barriers to future attainment	
In-school barriers	
A.	Oral language skills in EYFS are lower for pupils eligible for PP than for other pupils (Speech and Language). This slows reading progress in subsequent years
B.	Limited vocabulary skills
External barriers	

C.	Lockdown (Jan 2021 – March 8th) target FSM/PPI
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4. Outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<p>Improve oral language skills for pupils eligible for PP in EYFS</p> <p>Children speak with good prosody in accurate and effective sentences.</p>	<p>Pupils eligible for PP in EYFS make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations.</p> <p>Teacher assessment of reading termly.</p>
B.	<p>Increased opportunity and developed vocabulary in pupils across the curriculum</p> <p>Children know, understand and use a wide range of words across the curriculum.</p>	<p>Pupil Premium pupils given opportunity to develop and learn new, transferable vocabulary through curriculum.</p> <p>Children keep up with demands of the curriculum in terms of vocabulary as shown in pre and post assessments and regular topic quizzes across all subjects, with vocabulary from previous units tested too.</p>
C.	<p>Every child in the school to have daily access to technology to support their personal learning targets.</p> <p>All teachers and admin staff to have access to technology to support effective delivery of Remote Learning</p>	<p>All children having daily access to IT equipment and to the internet School equipment is available and reliable for all year groups</p> <p>All class teachers and admin staff have access to reliable technology to deliver the demands of the curriculum remotely (during lockdown)</p>

5. Planned expenditure					
Academic year	2020-2021				
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?
<p>A. Improve oral language skills for pupils eligible for PP in Reception class.</p> <p>B. Increased opportunity and developed vocabulary in pupils across the curriculum</p>	<p>CPD 16% and Consultancy 16%</p>	<p>Pupils need to gain confidence with key concepts and strategies, and closing the gap at an accelerated pace is vital so that pupils feel equipped with new vocabulary and transferable skills.</p> <p>Through quality first teaching, sharing good practice and monitoring and evaluation, the curriculum changes can be embedded to ensure effectiveness for all children, including PP.</p>	<p>External consultancy Use INSET days to deliver training. Observations/work scrutiny Pupil Progress meeting with Phase Leaders (4 milestones: Sept, Dec, March, July) SLT and governors to be made aware of impact of pupil premium progress</p>	Head	Jan 2021
<p>A. Improve oral language skills for pupils eligible for PP in Reception class.</p> <p>B. Increased opportunity and developed vocabulary in pupils across the curriculum</p> <p>C. Every child in the school to have daily access to technology to support their personal learning targets.</p>	<p>Enrichment Opportunities: -Library – 16% -School Trips (FSM children FOC) - Educational supplies and services 16%</p>	<p>Enrichment is key in order to enhance the curriculum, deepen understanding and give children opportunities for new cultural, social, educational and challenging experiences. Teachers to plan for external and internal opportunities for pupils to increase progress in curriculum for all children. PP children will be given opportunity to participate in workshops where pupils can develop a love for reading as well as extend vocabulary and oral language skills. As a result, enrichment opportunities will engage all children and influence their ambitions/aspirations.</p>	<p>Monitoring and Evaluation (planned overview of themed days) Analysis and Impact of workshop and clubs (pupil voice/data) Junior leader meetings</p>	Phase Leaders (SLT)	Half-termly Oct 2020
Total budgeted cost					£50,741
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. Increased opportunity and developed vocabulary in pupils across the curriculum</p> <p>C. Every child in the school to have daily access to technology to support their personal learning targets.</p>	<p>SLT Focused Interventions for Quality first teaching x3 - 30%</p> <p>1-to-1 and small group tuition Fill gaps in learning within maths in KS1 and KS2</p> <ul style="list-style-type: none"> • Ensure gaps are identified • Children are able to work on personalised targets • Targeted group work with children working at below ARE to close gap 	<p>Some of the students need targeted support to narrow the gaps. Through quality first teaching that will be provided from senior, more experienced teachers, potential barriers will be identified with good implementation so that targeted pupils can access the curriculum and in turn make rapid progress.</p> <p>Embed the use of My Maths to ensure all children are accessing the program within school and home. Class, year and whole school competitions deployed to promote progress (number of stars) Teachers to review progress/gaps and identify target groups. TA/HLTA to use Doodle Lift Off dedicated catch-up programme to support identified groups that will work on a 6-week 1:1 and group programme Doodle Lift Off £600 per 90 pupils –</p>	<p>Pupil progress meetings where SLT meet with pupil premium tutor/teachers at each milestone (4 milestones: Sept, Dec, March, July) for– discussion regarding individual pupils including those in receipt of PP and how booster sessions could improve outcomes Regular review of groupings and re-shaping of focus as required Data analysis at each milestone to identify pupils whose progress is causing concern and to review successes</p>	<p>SLT</p>	<p>Half-termly Oct 2020</p>
<p>B. Increased opportunity and developed vocabulary in pupils across the curriculum</p>	<p>Booster sessions across the school 1.5 hours per week</p>	<p>Small group interventions in Reading and Maths with highly qualified and experienced teachers in order to ensure accelerated progress in Years 2 and 6, with a focus of end of key stage assessments and age-related expectations.</p>	<p>Extra teaching time and preparation time. Impact overseen by Maths and English lead. Discussions with parents, pupils and teachers before interventions regarding concerns/areas for development. Pupil progress meetings</p>	<p>SLT – Curriculum leads</p>	<p>Jan 2021</p>

<p>A. Improve oral language skills for pupils eligible for PP in Reception class.</p> <p>B. Increased opportunity and developed vocabulary in pupils across the curriculum</p> <p>C. Every child in the school to have daily access to technology to support their personal learning targets.</p>	<p>Media Technician – 15.45%</p> <p>ICT Educational supplies and services 15.45%</p>	<p>The media suite will be used to widen pupil's curriculum enjoyment and ICT skills through opportunities in drama, script writing, directing, filming and editing.</p> <p>The media technician will work with selected PP pupils to enhance verbal presentation skills, reading fluency and creativity in writing, ICT and cross curriculum with planned opportunities. Children will be able to improve their spoken language and visual literacy, confidence and cooperation skills, while boosting their self- esteem.</p>	<p>Media lead to liaise with class teachers to discuss PP pupil progress</p> <p>Lead to generate case studies on individual pupils, tracking their progress, attainment and social & emotional</p> <p>Media Lead to plan the media project with class teachers and then assess pupils' participation and feed back to class teachers</p> <p>Analysis and Impact of projected (pupil voice/data)</p>	<p>Media Technical</p> <p>SLT ICT Lead</p>	<p>Jan 2021</p>
Total budgeted cost					£60,452

iii. Other approaches

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. Increased opportunity and developed vocabulary in pupils across the curriculum</p>	<p>Learning and Emotional Support Hub</p> <p>Senior Learning Mentor – 15.45%</p> <p>Fit for Sport – 15.45%</p> <p>SEBDOS – 1:1 support for pupils</p> <p>EP observations in class of vulnerable pupils</p>	<p>A designated senior learning mentor and external sports agency will work closely with teachers to identify and support of those pupils who have emotional, behavioural and social barriers to learning. Through specific individualised learning programs such as: PE provisions, Writing and Maths, Sp&L, S&E groups and Attention for Listening programs for small groups, children will be able to overcome their barriers to learning. The role will also include implementing individualised action plans through working with parents, external agencies and secondary schools.</p>	<p>Pupil Progress meetings (4 milestones: Sept, Dec, March, July)</p> <p>Clear protocols in place to ensure pupils are referred for correct external support</p> <p>Regular opportunities for external agencies to feedback to relevant staff and parent</p> <p>Liaise with class teachers so that they are aware of any social and emotional issues if appropriate</p>	<p>Senior Learning Mentor</p> <p>SLT (Behaviour)</p>	<p>Termly</p> <p>Jan 2021</p>
Total budgeted cost					£12,548

6. Review of expenditure

Previous Academic Year 2019-20				
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Impact:	Lessons learned	Cost
Increased opportunity and developed vocabulary in pupils across the curriculum	CPD and Consultancy	High: Creative Curriculum now adopted to imbed transferable vocabulary in order to develop oral language and broadened vocabulary in line with changes to the National Curriculum.	To ensure this is embedded thoroughly through the new academic year, ongoing CPD and development of the Creative Curriculum to continue, with a focus on progressive vocabulary across the school.	£4,169

ii. Other approaches				
Desired outcome	Chosen action/approach	Impact:	Lessons learned	Cost
Increased opportunity and developed vocabulary in pupils across the curriculum	Learning and Emotional Support Hub/Senior Learning Mentor	A designated senior learning mentor worked closely with teachers to identify, support and overcome learning barriers of those pupils who have emotional, behavioural and social barriers to learning. Achieved through specific individualised learning programs, individualised action plans and working closely with parents, external agencies and secondary schools.	Along with continuing social and emotional support groups/interventions including 'Friendship stops' and 'Circle of friends', Senior Learning Mentor to support vulnerable pupils through intensive, targeted behaviour programs, with the support of external agency 'Fit for Sport'.	£5,915