

Corringham CE Primary - Pupil Premium Strategy Statement 2019/20

1. Summary information					
Academic Year	2019-20	Total PP budget	£18830	Date of most recent PP Review	Sept 2020
Total number of pupils	114	Number of pupils eligible for PP	17	Date for next internal review of this strategy	April 2020

2. Current attainment – Attainment from 2020. No attendance data due to Covid.		
End of KS2	<i>Pupils eligible for PP (progress score)</i>	<i>Pupils not eligible for PP (progress score)</i>
% achieving ARE in reading, writing and maths	67% (3 children)	86% (12/14 children)
%age achieving ARE Reading (scaled progress)	67%	84% (-1.88)
%age achieving ARE writing (scaled progress)	67%	85% (-1.65)
%age achieving ARE maths (scaled progress)	67%	93% (+0.11.)
End of KS1		
% achieving ARE in reading, writing and maths	100% (2/2)	77% (10/13)
Phonics Y1		
% achieving the Y1 phonic screening	100% (1/1)	60% (9/15)
EYFS		
%age achieving GLD	50% (1/2)	80% (12/15)

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Pupils who have a special educational needs in addition to PP. (5/17)
B.	Low numbers of PP children in school means that needs are very personal.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
C	Poor punctuality for some families. (improved but needs maintaining)
D	Absence of pupils due to self-isolation or class bubble closures (added March 2020)

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Identify the learning needs of each child and provide extended support through additional teaching staff.	<ul style="list-style-type: none"> • All pupils' needs are being met. • Expected or better progress is made from their starting points. • Individual behaviour strategies and support are implemented to ensure they can fully access their learning.
B.	Ensure each child in receipt of PP receives personalised intervention to meet their needs and maximise progress	The attainment/progress of pupils is in line with non-PP children.
C.	Increased punctuality rates. Whilst attendance has improved and is slightly above non-PP group, punctuality for some children remains a concern. The regular monitoring and reporting is also required to maintain good attendance levels.	Attendance is maintained for all children and is in line with national requirement. Punctuality for PP children improves Pupils eligible for PP will make as much progress, from their starting points as their peers.
D.	Pupils isolated at home are able to access learning provision via online platform and have regular contact with school staff for support, feedback and mental well being.	All pupils have access to digital technology if required. Identified children receive additional 1:1 calls to support.

5. Planned expenditure					
Academic year	2019/20				
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	Review Notes:
<p>To support learning in all classes.</p> <p>To support small groups with their targets.</p> <p>Children with SEND are supported.</p>	<p>Additional adults are available to support the teacher and small group learning where needed to provide interventions.</p>	<p>Smaller teaching groups and/or targeted interventions. Access to skilled teachers and TAs impacts on pupils outcome.</p>	<p>Through pupil outcomes.</p> <p>Careful deployment of teachers/TAs.</p>	EWJ	<p>Increased adults in all classes.</p>
<p>To support the learning of those children in receipt of PP and to improve progress.</p>	<p>All PP to receive access to additional time with a qualified teacher to focus on targets in literacy and/or numeracy weekly. 2:1.</p> <p>Access to Specialist Teacher to ensure teachers are able to meet their needs.</p>	<p>EEF - Evidence indicates that one to one tuition can be effective, on average accelerating learning</p>	<p>Through pupil outcomes.</p>	AJ/EWJ	<p>Additional Teacher employed from KS2 children placed in groups started but not completed due to covid closure. Continue on return.</p> <p>Not continued due to extended closure. Repeat in 20/21.</p>
Total budgeted cost					£10000

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	Review Notes
Identified children, particularly those with SEN receive targeted support in small group work or an additional adult when needed.	TA employed to support identified children in the classroom. Regular access to intervention support.	Smaller teaching groups and/or targeted interventions. Access to skilled teachers and TAs impacts on pupils outcome	Through pupil outcomes.	EWJ/AJ	Two additional TAs employed for LKS2 and UKS2 to support identified children. (12 hours weekly)
Children to have access to regular support beyond the classroom so that they can feel comfortable in the school and are able to complete activities such as homework. Children feel listened to and have a named person they can talk to.	Weekly access to the Pupil Premium mentor – the PPM will have protected on timetabled time to allow her to support children as and when needed (homework support/emotional etc)	The EEF Toolkit suggests that targeted support/ intervention matched to specific pupils needs or behavioural issues can be effective especially for older pupils	Pupil voice.	CC	Regular access available to all pupils continued.
Children will be able to play alongside each other and learn how to take turns, share responsibilities and roles.	The use of Lego therapy with identifies children in KS2 using trained member of staff	Children are ready for learning. Behaviour does not impact on peers learning.	Monitoring lunchtime routines. Talking to children.	AJ/ST	Was due to start Easter 2020 – not completed due to lockdown. Now completed.
Children are supported in their well-being and have rapid access to support.	Continue to access Think2Speak Counselling Support to provide targeted support to individuals and families.	EEF evidence suggests SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself	Talking to children and families. Pupil outcomes.	AJ/EWJ	T2S accessed for 2 pupils only in 2019-20. Will continue to have access as issues may increase following lockdown.

All children to have the opportunity to experience trips and visits.	Access to trips and visits.	Children respond well to visits and then have first-hand experiences to be able to write and improve attainment.	Pupil interviews	EWJ/CH	All PP children received %age discounts for the residential however this was refunded as cancelled due to lockdown. Pre lockdown trips were subsidised.
Total budgeted cost					£5000
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	Review Notes:
Punctuality is improved. Attendance improvements are maintained.	Monitoring attendance.	Chn with good attendance at school achieve well.	Attendance for targeted children is maintained. %age of chn increasing punctuality records.	EWJ	Attendance was maintained and punctuality improved slightly although this is now difficult to monitor as attendance across the school has been effected. A small number of PP children did attend school during the lockdown alongside keyworkers.
To support children during lunchtime.	Additional TA 30 mins, 4 times per week to support vulnerable children at play.	Lunchtimes will run smoothly with behaviour managed well.	Pupil interviews & reduced lunch time 'incidents'	CC/EWJ	Behaviour during playtimes continues to be positive. Pupils have access as and when needed to targeted support in their play.

All children to have access to calm space in school, particularly during play and lunch.	Continue to develop the garden space and increase the outdoor play equipment.	Children who are able to access a reflection space, will be more able to learn.	Pupil interviews	All staff	The garden is well used.
Pupils have access to regular outdoor learning opportunities.	Staff training for outdoor learning opportunities in Sept 2019.		.		<p>Training took place in September 2019.</p> <p>Further resources purchased to support staff to incorporate ½ day of outdoor learning weekly minimum.</p> <p>Develop further in Sept 2020 as children & staff benefit from outdoor learning beyond covid!</p>
Total budgeted cost					£3500