

Pupil premium strategy statement 2020

School overview

Metric	Data
School name	Cuckney C of E Primary School
Pupils in school	146
Proportion of disadvantaged pupils	8.9%
Pupil premium allocation this academic year	£17,485
Academic year or years covered by statement	2020-21
Publish date	September 2020
Review dates	December 2020 April 2021 July 2021
Statement authorised by	Lisa Crossland
Pupil premium lead	Rebecca Worboys
Governor lead	Margaret Lovell

Disadvantaged pupil progress scores for last academic year

Measure	Score <i>taken from 2019 baseline to 2020 baseline due to Covid-19 pandemic.</i>
Reading	+4.0
Writing	+2.2
Maths	+3.8

Disadvantaged pupil performance overview for last academic year

Measure	Score <i>taken from 2019 mid-point assessments due to Covid-19 pandemic.</i>
Meeting expected standard at KS2	23.1% reading, 0% writing, 0% maths
Achieving high standard at KS2	0%

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	Recovery curriculum enables all pupils (including PP pupils) to catch up on lost learning caused by the Covid-19 pandemic (school closures and restrictions).

	Catch up funding used to fund an extra staff member that will enable pupils to catch up on lost learning (not PP spending).
Priority 2	<p>Introduce a robust 'blended learning' approach and strategy to support children outside of school and in the event of 'home learning' due to isolation or lockdown.</p> <p>Funding used to set up Google Classroom to support this approach (not PP spending). External technology access reviewed for all children.</p>
Priority 3	Targeted intervention enable LA and PP Year 6 pupils to make accelerated progress in reading, writing and maths, bringing attainment closer to national average.
Priority 4	<p>Quality first teaching and targeted intervention close the gap for year 3 children who have transitioned into KS2 working below expected standard.</p> <p>Close monitoring of current year 2 children to ensure they enter KS2 at expected standard or above.</p>
Barriers to learning these priorities address	<ul style="list-style-type: none"> • Gaps in attainment from school closure period. • Lack of access to and support for learning outside of school. • Low number of PP children meeting expected standard or above at KS2. • Year 3 children entering KS2 working below expected standard.
Projected spending	<p>£17,485 (of PP budget)</p> <p>*School budget contributes extra funds to enhance pupil premium strategy and outcomes to reflect high quality ethos.</p>

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 Reading	July 21
Progress in Writing	Achieve national average progress scores in KS2 Writing	July 21

Progress in Mathematics	Achieve national average progress scores in KS2 Mathematics	July 21
Phonics	Achieve national average expected standard in PSC for both Year 2 children sitting this in Autumn 2020 and Year 1 children sitting in Summer 2021	Dec 20 June 21
Other	Attendance of disadvantaged pupils is above national average (97%)	July 21

Measure	Activity
Priority 1	Ensure all relevant staff (including new staff) have received appropriate training to deliver the phonics scheme effectively.
Priority 2	Quality first teaching for all closely monitored by subject leads at regular intervals throughout the year. CPD where required.
Priority 3	Use of mastery approach to improve attainment in mathematics. Monitored by maths subject lead. CPD where required.
Priority 4	Specific focus on improvement of writing for whole school (identified as area for improvement) through regular phonics and SPaG teaching, targeting intervention, use of high quality texts in English lessons. CPD where required.
Priority 5	Use of TA's for support of disadvantaged pupils in classes.
Barriers to learning these priorities address	<ul style="list-style-type: none"> • Achieving national average expected standard in phonics screening check. • All children access quality first teaching. • Improved attainment in mathematics. • Improved attainment in writing.
Projected spending	£7,776 (of PP budget) *Supplemented with school budget.

Targeted academic support for current academic year

Measure	Activity
Priority 1	Use of NFER assessments in order to assess gaps effectively and focus support/ class teaching to whole class gaps.
Priority 2	Embed use of Accelerated Reader across all year groups to increase reading for pleasure and improve school-wide progress in reading.
Priority 3	Establish small group targeted interventions for lower ability and disadvantaged pupils falling behind age-related expectations, alongside Recovery Curriculum, with additional use of 1x TA to support closing gaps for LA and PP pupils.
Barriers to learning these priorities address	<ul style="list-style-type: none"> • Early assessment to allow for targeted gap-teaching. • Encouraging wider reading • Providing specific catch-up in mathematics, reading, writing and phonics.
Projected spending	£2,200 (of PP budget) *supplemented with school budget and government catch-up funding.

Wider strategies for current academic year

Measure	Activity
Priority 1	Breakfast club available daily and funded for PP children.
Priority 2	Trained ELSA mentor and weekly ELSA sessions provided.
Priority 3	Funds towards educational visits and experiences.
Priority 4	Blended learning approach introduced using Google Classroom to support families with distance learning.
Priority 5	PP Mentor supports PP families and pupils on overcoming barriers to achievement. Arrange 'virtual' meetings and have a constantly open line of communication that families are aware of.
Barriers to learning these priorities address	<ul style="list-style-type: none"> • Improving attendance, well-being and readiness to learn for the most disadvantaged pupils. • Access to wider curriculum experiences.

	<ul style="list-style-type: none"> Supporting and increasing support with learning at home through blended learning approach. Building rapport with PP families to support achievement of PP children.
Projected spending	£7,509 (of PP budget) *supplemented with government catch-up funding.

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development	Use of INSET days and additional cover being provided by senior leaders. Targeted CPD and review of impact at regular intervals.
Targeted support	Ensuring assessment is completed early to enable targeted teaching both in class and through interventions.	Scheduled baseline assessments to be completed by Aut1 Wk2. Pre-set assessment points timetabled throughout the year. Timetabled additional adult time each week given for set year groups for catch up interventions.
Wider strategies	Engaging the families facing most challenges	Working closely with the LA and other local schools on cross-school outreach programme

Review: last year's aims and outcomes (2019/20)

Aim	Outcome
For 2019/20 review of expenditure see the separate review document.	