



The Midsomer Norton Schools Partnership

Leigh on Mendip School Pupil Premium Report 2020-2021

November 2020

Pupil Premium strategy statement

Our pupil premium money has been used to provide a range of additional support for our children and these interventions have had a positive impact on our children's attainment.

Our key objective in using the Pupil Premium Grant is to narrow the gap between pupil groups and to support individual pupils. As a school we have a good track record of ensuring that pupils make good progress. Historically we have only had a few children who have accessed the grant, although this has now started to increase.

Through targeted interventions we are working to eliminate barriers to learning and progress. Our aim is to ensure that children make accelerated progress as they move through the school.

Targeted support is being provided through one-to-one and small group tuition. Support is provided through interventions/targeted tutorials in Years 5 and 6. These interventions support children in knowing where they are and what they need to do to improve their work.

We also focus on the whole child and look at other aspects of learning where we are able to enhance and develop the children's confidence and self-esteem. The table below highlights all the areas we are focusing on in 2020-21.

1. Summary information					
School	Leigh on Mendip School				
Academic Year	2020-2021	Total PP budget	£7725	Date of most recent PP Review	November 2020
Total number of pupils	68 (as at 09/11/20)	Number of pupils eligible for PP	5	Date for next internal review of this strategy	July 2021

2. Current attainment					
	Sch	Nat other pupils		Sch	Nat Other
% achieving in reading, writing and maths			% Achieving a Good level of development in Early Years		
KS2 Progress measure in reading			Key Stage 1 attainment measure in reading		
KS2 Progress measure in writing			Key Stage 1 attainment measure in reading		
KS2 Progress measure in maths			Key Stage 1 attainment measure in mathematics		

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.	Children starting school with identified /unidentified special educational needs	
B.	Children with poor emotional and social development	
C.	Children with gaps in their phonic knowledge	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
D.	Children not having access to high quality reading books	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria/Evidence</i>
A.	Children make expected or better progress so that their attainment is in line with children from similar starting points	Children make quantifiable progress in reading, writing and maths across the year based on summative tests.
B.	Attainment in maths and writing of PP children is close to or better than national levels.	The gap between PP children and non PP children is diminished as a result of accelerated progress. PP children achieve well in literacy skills
C.	PP pupils are in school every day and on time ready to learn.	PP attendance is at least 97%
D.	PP have access and read high quality books to develop their language and vocabulary	Summative assessments and progress of children is above national averages

5. Planned expenditure

Academic year

2020-2021

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	Success Criteria	Staff lead	When will you review?
PP children with identified SEN needs receive appropriate support.	Identify learning needs of PP children Put in place necessary interventions Time to oversee interventions and lead PP support across the school	Early years and pre-school interventions have a positive impact. Interventions have a positive impact on PP pupils	Children identified and targets are implemented. Parents are aware of school's concerns and reports are available to support progress.	SENCo	Termly £3000 £1000
Focused support allows children to overcome gaps in their learning.	Small group work for identified PP children.	Evidence suggests that small group work impacts on the improvements in academic performance	100% of children will make progress reading and phonics	LP	Terms 2, 4,6 £1000
PP children are able to access all educational visits	Parents are made aware of the ability to use PP to pay for residential and educational visit.	The cost of educational visits continues to rise.	All PP children will have access to all educational visits and trips providing a wide enrichment experience that they might otherwise not have.	SC	Termly £300
PP children given the opportunity to attend after school clubs	Parents are made aware of the ability to use PP to pay for after school clubs	To address the inequalities between PP children and those from more affluent families	All PP children have access to enriching experiences.	SC	Termly £200
Ensure that PP children made strong progress in maths	Make doodle maths accessible to all.	Studies consistently find that digital technology is associated with moderate learning gains: on average, an additional four months progress (EEF).	100% of children achieve age – related expectations in summative tests.	PS	Terms 2, 4 and 6 £200
PP children to be able to access residential visits.	Parents are made aware of the ability to use PP to support the cost of residential visits	To address the inequalities between PP children and those from more affluent families	PP children have access to enriching experiences.	LP	£200
PP pupils to have fair access to resources in order to make good progress	purchase support materials for identified PP pupils	To support interventions for children identified with SEN needs	PP children all to made progress at least in line with non PP children	PS	£1000

<p>PP pupils develop greater self awareness of their emotional wellbeing and how this impacts on how well they learn. As a result PP pupils develop greater resilience and an ability to overcome difficulties. Ensure PP children have access to high quality books to support their love of reading</p>	<p>Min Robertson to deliver a term of Tai Chi lessons</p> <p>Introduce Jigsaw PSHE scheme of work.</p> <p>Purchase topic books to give access to a wide range of high quality books.</p>	<p>This is to support children who may have social, emotional or behavioural difficulties, or sometimes to support a child through a difficult period in their life which is affecting them at school.</p> <p>This is to encourage the children to choose reading.</p>	<p>Children make good progress in their social and emotional development.</p> <p>High quality books foster a greater love of reading.</p>	<p>LP</p> <p>PS</p>	<p>Term 2 £500</p> <p>Term4 £400</p> <p>Termly £400</p>
Total budgeted cost					£7725

5. Review of expenditure				
Previous Year	2019-2020			
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
PP children with identified SEN needs receive appropriate support.	Identify learning needs of PP children Put in place necessary interventions	Child identified and targets were implemented. Parents were aware of the school's concerns and reports were available to support progress.	Continue with one to one support 5 hours a week	£2,500
Focused support allows children to overcome gaps in their learning.	Small group work for identified PP children.	100% of children at least meet age related expectations	Due to Covid formalised assessments did not take place.	£400
PP children receive appropriate support in developing their phonic knowledge	Identified children working in small groups on a daily basis.	100% of PP children pass the Year 1 Phonics Screening Check.	Phonics screening didn't take place until November 2020. 100% pass in November	£0 (funded through St Peters Teaching school)
PP children are able to access all educational visits	Parents are made aware of the ability to use PP to pay for residential and educational visit.	All PP children will have access to all educational visits and trips providing a wide enrichment experience that they might otherwise not have.	N/A	£100
PP children given the opportunity to attend after school clubs	Parents are made aware of the ability to use PP to pay for after school clubs	All PP children have access to enriching experiences.	May fully fund in 2021 due to benefits to children.	£100
Ensure that PP children made strong progress in maths	Make doodle maths accessible to all.	Most children achieve age – related expectations in summative tests.	N/A	£0 (MAT funded)
PP pupils develop greater self awareness of their emotional wellbeing and how this impacts on how well they learn. As a result PP pupils develop greater resilience and an ability to overcome difficulties.	Min Robertson to deliver a term of Tai Chi lessons	Children make good progress in their social and emotional development.	Will repeat in 2021	£800
Ensure PP children have access to high quality books to support their love of reading	Purchase topic books to give access to a wide range of high quality books.	High quality books foster a greater love of reading.		£500

