



The Midsomer Norton Schools Partnership

High Littleton Church of England Primary School

Pupil Premium Report 2020-2021

September 2020

Pupil Premium strategy statement

1. Summary information					
School	HIGH LITTLETON CHURCH OF ENGLAND PRIMARY SCHOOL				
Academic Year	2020/2021	Total PP budget	£32840	Date of most recent PP Review	September 2020
Total number of pupils	176	Number of pupils eligible for PP	24	Date for next internal review of this strategy	July 2021

2. Current attainment					
	Sch	Nat other		Sch	Nat other
% achieving in reading, writing and maths	50%		% Achieving a Good level of development	50%	
% achieving in reading	100%		Key Stage 1 attainment measure in reading	66%	
% achieving in writing	50%		Key Stage 1 attainment measure in writing	33%	
% achieving in maths	100%		Key Stage 1 attainment measure in maths	66%	

3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers (issues to be addressed in school, such as poor oral language skills)		
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 (issues which also require action outside school, such as low attendance rates)		
D.	Children with poor attendance and punctuality	
E.	Children not having access to high-quality reading books	
4. Desired outcomes		
	Desired outcomes and how they will be measured	Success criteria/Evidence
A.	Children make expected or better progress so that their attainment is in line with children from similar starting points.	Children make measurable and 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 develop greater self-awareness of their emotional well-being and how this impacts on how well they learn. As a result, PP pupils develop greater resilience and an ability to overcome difficulties.	Children make progress in their social development as measured using Thrive. This impacts on their attitudes towards academic challenges.
D.	PP pupils are in school every day and on time ready to learn.	PP attendance is at least 98%.
E.	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				
Desired outcome	Actions	What is the evidence and rationale for this choice? (Reference to EEF research and effect size)	Success Criteria	Staff lead	When will you review implementation?
PP children with identified SEN needs receive appropriate support.	Referrals completed. Assessments completed and reports shared with parents and other agencies to support EHCPs.	Overall, the evidence suggests that early years and pre-school interventions have a positive impact, delivering an average of around five additional months' progress. (EFF)	Outside agencies assess identified children and targets are implemented. Parents are aware of the school's concerns and reports are available to support progress.	SENCo	Termly £4000
PP children with identified Speech and Language needs are supported.	Weekly Speech Therapy support for identified children. 1:1 work and small groups. Assessments completed and reports written to support EHCP process and identification of targets for TAs to work on.	Overall, studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year. (EFF)	Identified children make good progress from their starting points. Interventions support progress. Assessments (twice a year) show an increase in percentile rankings.	SENCo/SLIP	Termly £7000
PP children with behavioural needs are supported.	Referrals made to the NR Behaviour Panel. Identified support given to children and families.	Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. (EFF)	Behaviour of children has improved. Instances of poor behaviour have greatly reduced.	GG	Termly £7000
PP children receive appropriate support in developing their phonic knowledge.	Identified children worked alongside EP on a weekly basis for Terms 3, 4 and 5.	Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. (EFF)	100% of PP children passed the Year 1 Phonic Screening Check.	EP	Terms 3, 4 and 5 £3000
PP children are able to access all educational and residential visits.	Parents are made aware of the ability to use PP to pay for residential	We are aware that over the past few years the cost of a residential visit has increased significantly.	100% of Y6 children attend the residential visit. All other children have access to 50%	GG	As required £1200

	and educational visits.		of the cost of educational visits.		
Ensure that all parents are able to communicate virtually with teachers to support children in making good progress.	Purchase School Cloud. Engage with parents Training for staff	Evidence strongly indicates that parental engagement plays a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with children's academic outcomes.	100% of parents engage in parent consultation evenings.	GG/NP	£300
Ensure that PP children benefit from high quality playtimes and lunchtimes.	Resources purchased to continually improve playtimes and lunchtimes.	Evidence from the last twelve months indicates that high-quality playtimes and lunchtimes have had a positive impact on behaviour and therefore children are more ready to learn.	100% of PP children report that they enjoy playtimes.	IG/ROR	Termly £2000
Ensure that PP children make strong progress in maths.	<i>Doodle Maths</i> <i>Doodle Tables</i> <i>I Can Do Maths</i>	Studies consistently find that digital technology is associated with moderate learning gains: on average, an additional four months' progress.	100% of children achieve age-related expectations in summative tests.	IG/GG	Terms 2, 4 and 6 £1000
Ensure that PP children with EHCPs are assessed to support progress.	Assessments/reviews completed by EP/OT	Assessments and reports identify strengths and weaknesses and how these can be addressed	Assessments contribute to EHCP Annual Reviews to allow on-going support for children with complex needs.	SENCo	Terms 2, 4 and 6 £3000
Ensure that attendance of PP children is at least in line with non-PP children.	Weekly review of attendance. Regular meeting with EWO to identify those PP children at risk of poor attendance.	Research indicates that attendance improves when schools have a clear policy and procedures which allow for quick intervention with families. In 'Supporting the attainment of disadvantaged pupils; Articulating success and good practice' the authors discuss the importance of robust attendance data tracking and monitoring systems in schools, to address attendance issues. This allows patterns of absence to be scrutinised and then targeted interventions to be put in place. It also allows schools to monitor the effectiveness of any interventions they are putting in place to improve attendance and readjust as necessary. This is far more effective than general approaches to improving attendance. The evidence indicates that, on average, pupils make two additional months' progress per year from extended	Attendance of PP children is at least 98%.	GG/SC/NP	Termly £600

		school time and in particular through the targeted use of before and after school programmes.			
<p>Ensure that PP children have access to high-quality books to support their progress in reading.</p> <p>Improve their accuracy and comprehension so that they make at least 12 months progress.</p>	<p>Reading books for all year groups.</p> <p>A wide range of curriculum/topic books ordered to improve children's understanding of the wider world.</p> <p>Purchase Big Cat Collins Guided Reading books for the whole school.</p> <p>Purchase YARC and assess children's accuracy, rate and comprehension.</p>	<p>Some types of oral language interventions appear to be more effective than others, on average. Interventions which are directly related to text comprehension or problem-solving appear to have greater impact.</p> <p>There is also consistent evidence supporting reading to young children and encouraging them to answer questions and to talk about the story with a trained adult. (EFF)</p> <p>On average, reading comprehension approaches deliver an additional six months' progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge. (EFF)</p>	<p>100% of children achieve age-related expectations in reading.</p> <p>100% of children enjoy reading more challenging books.</p> <p>PP children are able to articulate the books that they have read.</p> <p>Children's comprehension improves as indicated by YARC assessments</p>	GG	£2400
<p>Ensure appropriate support for children additional needs to develop their reading and spelling.</p>	<p>Purchase Nessy SENCO to support class teachers and TAs in the delivery of Nessy.</p>	<p>Jigsaw is a whole school approach to teaching children about their social and emotional needs alongside personal and health issues. There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, in relation to physical and mental health, school readiness and academic achievement, crime, employment and income. (EFF).</p>	<p>PP children make good progress in their reading and writing measured by YARC.</p>	GG	£300
<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.</p>	<p>Identified member of staff to receive Thrive training (9 sessions)</p>	<p>We will use Thrive and counselling for targeted pupils to access on a 1:1 basis. 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. Sutton Trust says that SEL programmes and mentoring can have a low impact on raising attainment, however they do help children to build relationships and be more settled in school. These</p>	<p>Member of staff trained which will enable us to profile the social and emotional development of individual children in order to identify their underlying emotional needs. Based on this, we will then be able to select from a range of practical strategies and activities that we can use to help them.</p>	FG/GG	£1300

		programmes “appear to benefit disadvantaged or low attaining pupils more than other pupils, though all pupils benefit on average” and this can be up to 2 months additional progress. Where the provision is specifically related to behaviour then impact can be up to 4 months additional progress and “there is some anecdotal evidence about the benefits of reducing problematic behaviour of disruptive pupils on the attainment of their classmates.”			
Ensure our most vulnerable pupils have priority access to classroom teaching and online materials during COVID-19	Ensure that all families have access to technology. Purchase Chromebooks if required. All staff, parents and children can access Google Classroom		PP children are able to learn remotely and continue making good progress.	GG/IG	£1000
					£34100

6. Review of expenditure

Previous Academic Year		2019/20		
Desired outcome	Actions	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.	Referrals completed. Assessments completed and reports shared with parents and other agencies to support EHCPs.	Outside agencies assess identified children and targets are implemented. Parents are aware of the school's concerns and reports are available to support progress. Reports feed into EHCP Annual Reviews which in turn allow the school to access 1:1 support for PP children and other vulnerable children.	Continue into 2020/21	£2500
PP children with identified Speech and Language needs are supported.	Weekly Speech Therapy support for identified children. 1:1 work and small groups. Assessments completed and reports written to support EHCP process and identification of targets for TAs to work on.	Identified children make good progress from their starting points. Interventions support progress. Assessments (twice a year) show an increase in percentile rankings.	Continue into 2020/21	£6500
PP children with behavioural needs are supported.	Referrals made to the NR Behaviour Panel. Identified support given to children and families.	Although no referrals were made to the NR Behaviour Panel during the course of the last academic year, this is a valuable resource which we can call on at any time to support us with behavioural issues which need addressing either at home or in school.	Continue into 2020/21	£6500
Focused support allows children to overcome gaps in their learning.	1:1 tuition Small group work for identified PP children.	100% of Year 6 children were predicted to meet ARE in maths and reading.	Continue into 2020/21	£1500
PP children receive appropriate support in developing their phonic knowledge.	Identified children worked alongside EP on a weekly basis for Terms 3, 4 and 5.	100% of Year 1 children were predicted to pass the Phonic Screening Check.	Continue into 2020/21	£2000

PP children are able to access all educational and residential visits.	Parents are made aware of the ability to use PP to pay for residential and educational visits.	Unfortunately, due to COVID-19, Year 6 children were unable to attend the residential visit.	Continue into 2020/21	£2000
Identified PP children with SEN needs achieve well.	KS2 1:1 and small group interventions, both in and outside of class, to ensure PP pupils keep up in lessons.	Year 6 PP children with SEN made good progress during the course of the academic year with 100% predicted to meet ARE in reading and writing. 100% of PP SEN children in Year 5 made good progress in maths and reading based on NFER tests.	Continue in 2020-2021	£6500
Ensure that PP children make strong progress in maths.	<i>Doodle Maths</i> <i>Doodle Tables</i> <i>I Can Do Maths</i>	Strong outcomes in maths across Key Stage 2 reflected in their NFER scores.	Continue in 2020-2021	£2000
Ensure that PP children with EHCPs are assessed to support progress.	Assessments/reviews completed by EP/OT	Appropriate assessments were completed. Dyslexia Screening checks were also completed for some PP children to identify gaps and to support appropriate interventions.	Purchase Nessy scheme and further Dyslexia Screening licenses.	£1000
Ensure that attendance of PP children is at least in line with non-PP children.	Weekly review of attendance. Regular meeting with EWO to identify those PP children at risk of poor attendance.	PP attendance up to and including March 2020 was 97%.	Continue with support from EWO.	£3000
Ensure that PP children have access to high-quality books to support their progress in reading.	Reading books for Years 3 and 4 ordered. A wide range of curriculum/topic books ordered to improve children's understanding of the wider world.	All year groups now have access to high-quality reading books. NFER scores in reading across Key Stage indicate strong outcomes for all children.	Purchase high-quality guided reading books which will further develop children's comprehension.	£600
Ensure appropriate support for children with emotional/behavioural needs.	Purchase JIGSAW PSHE leads to develop LTP	Staff member nearing completion of training. Identified children well-supported and they report how valuable that time is in improving their emotional wellbeing. Vulnerable children and families feel well-supported through the process.	JIGSAW is now purchased - no need for further resources at this point. JIGSAW to be embedded.	£1000

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.	Identified member of staff to receive Thrive training (9 sessions)		Thrive practitioner to complete training. Identified resources to be purchased and time allocated for practitioner to carry out sessions/assessments.	£2000
				£37100