

Stepsgates Community School Pupil Premium Strategy Statement 2020-21

1. Summary information					
Academic Year	2020/21	Total PP budget	£57,835	Date of most recent PP Review	Sept 2020
Total number of pupils	224	Number of pupils eligible for PP	44	Date for next internal review of this strategy	July 2021

Due to COVID 19 no statutory tests were completed in 2019-2020 therefore the attainment of PPG children and others cannot be reliably measured. Below are the last set of statutory results from 2018-2019.

2. Current attainment		
Year 6 2018 - 2019 (7 children)	Pupils eligible for Pupil Premium	National Average
% achieving Age Related Expectations (ARE) or above in reading, writing and maths (Year 6)	29%	65%
% making at least expected progress in reading from Reception to Year 6	100%	Not Known
% making at least expected progress in writing from Reception to Year 6	100%	Not Known
% making at least expected progress in maths from Reception to Year 6	87%	Not Known

3. Barriers to future attainment (for pupils eligible for Pupil Premium including most able)	
In-school barriers	
A.	Oral language skills in Reception are lower for pupils eligible for Pupil Premium than for other pupils. This slows reading progress in subsequent years.
B.	Pupils who are eligible for Pupil Premium are not attaining as well as other pupils, particularly in reading/phonics. This is whole school issue but child eligible for pupil premium should be evaluated separately.
C.	Pupils eligible for Pupil Premium are often identified as having social and emotional difficulties. This prevents engagement with learning and has a detrimental effect on their academic attainment and progress.
D.	Behaviour and anxiety issues for a small group of pupils {most eligible for PP} are having detrimental effect on their academic progress and that of their peers.
External barriers	

E.	Attendance rates for pupils eligible for Pupil Premium are 94% for Autumn term, reducing to 92.3 overall by February 2020. This reduces their school hours and causes them to fall behind on average.
F.	Parents of pupils eligible for PP are less likely to be engaged with the school and learning, they sometimes have their own issues surrounding school and education. We have an increase of parents with low literacy levels.
G.	Pupils who are looked after, post looked after or in the care of the local authority are often unsettled and behind their peers on entry to school and require support.
H.	Pupils eligible for Pupil Premium do not have equal access to trips and extra-curricular activities, or do not have the correct equipment or uniform, reducing their feeling of inclusion and learning opportunities.

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve oral language skills for pupils eligible for Pupil Premium especially in Reception and KS1.	Pupils eligible for Pupil Premium in Reception and KS1 make rapid progress by the end of the year so that they meet age related expectations, wherever possible.
B.	Higher rates of progress across KS2 for pupils eligible for Pupil Premium.	Pupils eligible for PP make as much progress as 'other' pupils across Key Stage 2 in maths, reading and writing. Measured in Y4, 5 and 6 by teacher assessments and successful moderation practices established across local schools.
C.	Pupils eligible for Pupil Premium who are identified as having social and emotional difficulties are supported and feel able to better engage with learning and have improved academic attainment and progress.	Pupils' social and emotional literacy improves and pupils are more able to engage with learning and school. Pupils make as much progress as 'other' pupils in in maths, reading and writing. Measured in Y4, 5 and 6 by teacher assessments and successful moderation practices established across local schools.
D.	Increased attendance rates for pupils eligible for Pupil Premium.	Reduce the number of persistent absentees among pupils eligible for PP to 10% or below. Overall PP attendance improves from 92.3% to be in line with 'other' pupils.
E.	Pupils eligible for Pupil Premium will be supported for learning at home, enabling them to access learning in school and have improved academic attainment and progress.	Pupils will have had increased support for home learning that will have enabled them to access learning in school and have improved attainment and progress.

F.	Inclusion of pupils eligible for PP in all activities	No pupil will not take part in an event due to lack of parental funds. All pupils are fully equipped for school and activities.
G.	Pupils who are LAC settle quickly and make progress	LAC are monitored and observations show they have settled and are receiving the support they require. Carers and social workers report they have settled well Assessment shows they are making at least expected progress

5. Review of expenditure				
Previous Academic year		2019/20		
i. Quality of teaching for all				
Action	Intended outcome	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
<p>A. Improved oral language skills in Reception and KS1</p> <p>B. Improved progress for middle attaining pupils</p> <p>E. Increased attendance for pupils eligible for Pupil Premium</p>	<p>'Talkboost' programme. Increased focus on Talk for learning in Reception to embed impact of 'Talkboost'.</p> <p>'Steps into Stepgates' transition programme for parents engages parents in the importance of talk for learning.</p>	<p>High impact: 59% of all Reception pupils below age related expectations at start of Reception (Sept 2019); 89% on track to age related expectations in Communication and language by March 2020.</p>	<p>Language skills are key to pupils making good progress. We will continue to screen pupils on entry to Reception for receive and expressive language skills in order to address needs as early as possible. Continue good practice established and embed talk for learning across the school.</p>	<p>£3,000</p>

B. Improved progress for middle attaining pupils	Pupil Progress Clinics Challenge targets introduced Head/Deputy support in class	High Impact: Teachers and support staff were aware of all children and had a strong focus on their progress and attainment. Head/Deputy intervention ensured progress of those children	Both strategies were high impact and will be used going forward.	£2,000
D.C. Behaviour and anxiety issues /Social and emotional needs addressed to increase	Head to support children in Upper KS2 who are under attaining in maths and support during SATs to promote well-being.	High impact: observed increased engagement in learning and improved attainment and progress, fewer behaviour incidents.	This is most effective when parents/carers are also able to engage with the support offered and provide consistent support at home. There is a need to continue to look at ways of engaging with parents and offering them guidance on how best to support their child's emotional and learning needs.	£7,000
Total budgeted cost				£12,000

ii. Targeted support				
Action	Intended outcome	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
D.C. Behaviour and anxiety issues Social and emotional needs addressed to increase engagement in learning. E. Increased attendance for pupils eligible for Pupil Premium	Additional emotional and social support is required in classes in order that children can be encouraged to develop self-care skills and independence. LSAs are in class to facilitate this. ELSA trained LSA's, Emotional Coaching	Middle Impact: Social and emotional difficulties impact significantly on pupils' learning especially bearing in mind 73% of our pupils eligible who are Care and Concern are also Pupil Premium. Whilst the attendance for pupils is rising across the school, the new measures / approaches need time to bed in and show their impact.	Continued supervision for ELSA and Counsellor Performance management reviews Evaluation of pupils engagement and impact on learning. Continue with support through ELSA and Counselling alongside support for families from HSLW.	£8,500

	LSA's and Counsellor (1 day per week) to work with specific children in order to support their social and emotional needs and promote good learning.			
F. Improved support for learning at home/ Support for LAC and PLAC	'Steps into Stepgates' transition programme for parents engages parents in the importance of talk for learning.	High impact: An effective transition into school programme engages parents and sets good routines for supporting learning at home that can be sustained as pupils move through school. HSLW support for parents through 'Steps into Stepgates' programme and ongoing as appropriate.	Continue with Steps Into School, feedback very positive, with an increase in uptake to the programme.	£2000
B. Improved progress for middle attaining pupils D. Increased attendance for pupils eligible for Pupil Premium F. Improved support for learning at home/ Support for LAC and PLAC	1-2-1 and small group sessions at risk of falling behind in reading with trained Numbers Count/Reading Recovery teacher or LSA, in addition to standard lessons. Numbers Count/Reading Recovery teacher to engage with parents and pupils before intervention begins to address any concerns	High Impact: Some of the pupils need targeted support to catch up. We want to provide extra support to maintain high attainment. 1-2-1 and small group interventions with highly qualified staff have been shown to be effective. High impact: observed increased progress amongst participating children compared to peers, as measured using scores on the Progress in English test. Success criteria: met.	Continue good practice established.	£30,000

	or questions about the additional sessions.			
Total budgeted cost				£52,500

iii. Other approaches				
Action	Intended outcome	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
D. Increased attendance rates F.G. Improved support for learning at home/Support for LAC and PLAC	Part time Home School Link Worker (HSLW) employed to monitor pupils and follow up quickly on absences. Close liaison between Welfare Assistant and HSLW to ensure first day response provision and follow-up for key pupils. Regular meetings between HSLW, Head teacher and Inclusion Officer IO to monitor absences and support parents through information sent home e.g. Red/Amber/Green letters, Attendance Clinics, individual support.	Parents/carers have reported feeling more able to support their children's learning and manage behaviours at home. This has had a positive impact on children's readiness to learn.	Continue HSLW support for parents/carers	£2,500

H. Inclusion of pupils eligible for PP in all activities	<p>Subsidies to the school trips, activities including swimming lessons and clubs over the academic year to enable children to participate in curriculum activities and residential visits.</p> <p>Subsidies or free uniform or PE kit to ensure children are dressed appropriately and fully equipped for all school activities and that feel part of the school culture and community.</p>	All children have accessed wider learning opportunities including after school clubs that have had a positive impact on their attitudes to school and learning.	Continue to review ways of providing access to wider learning opportunities to engage children in learning and raise their awareness of opportunities beyond school.	£2835
Total budgeted cost				£5,335
Total annual budgeted cost				£57,835

6. Planned expenditure					
Academic Year 2020-21					
i. Quality of teaching for all					
Intended outcome	Action	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A: Improve oral language skills for pupils eligible for Pupil Premium especially in Reception and KS1.	LSA Support Wave 1 children Wave 2 children	Support provided by LSAs for lower achieving pupils (not SEN) so that they can be enabled to fulfil their potential.	Appraisal process Course evaluations and follow up	HT Cost: £37,000	July 2021

B: Higher rates of progress across KS2 for pupils eligible for PP.	Support Staff Training Teaching Staff Training Group work by teacher	Proportional cost. Includes support for English and Maths. WELCOMM screening used to monitor progress LSA CPD which involves managing specific needs e.g.: autism, phonics, colourful semantics Class teacher CPD Lesson Study, Network meetings, colourful semantics training, SENDCo training Numbers Count teacher to work with those children across both key stage 1 & 2. Deputy Head/Headteacher to support children in Upper KS2 who are under attaining and support during SATs to promote well-being.	Pupil Progress Clinics/Meetings Lesson Observations		
Total budgeted Cost					£37,000
ii. Other approaches					
Intended outcome	Action	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
C: Pupils eligible for Pupil Premium who are identified as having social and emotional difficulties are supported and feel able to better engage with learning and have improved academic attainment and progress.	Counselling support ELSA support Transition support LSA support	Additional emotional and social support is required in order that children can be encouraged to continue to develop self-care skills and independence. Counsellor employed to facilitate this. LSA's will continue to be	Careful recruitment Targeted support Evaluation of pupils in line with PSED goal Weekly meeting with counsellor.	Headteacher Cost: £17,500	July 2021

		<p>trained in ELSA to facilitate this.</p> <p>Several of our children have medical needs and require additional assistance to overcome anxiety and support to access the curriculum.</p> <p>Teacher and LSAs have been trained to support those children. Additional LSA support is necessary</p> <p>To enable vulnerable children who move from our school to another setting to be supported through visits and communication of teachers</p>	<p>Continued supervision for ELSA</p> <p>Performance management</p> <p>Evaluation of pupils engagement and impact</p> <p>ELSA training and support</p> <p>SENDCo /HSLW to support families and children with additional visits and meetings with new settings.</p>		
D: Increased attendance rates for pupils eligible for Pupil Premium.	HSLW support for families IO support	<p>HSLW to work alongside families and support when needed. HSLW on site an additional day to accommodate growing need.</p> <p>Regular meetings with IO to discuss children who are a concern. Weekly meetings with HSLW and Head</p>	<p>Attendance monitoring</p> <p>Meeting with HSLW weekly</p> <p>Meet with IO termly</p>	<p>Headteacher</p> <p>Cost: £3,500</p>	July 2021

<p>E: Pupils eligible for Pupil Premium will be supported for learning at home, enabling them to access learning in school and have improved academic attainment and progress.</p>	<p>Parent involvement funded and encouraged</p>	<p>To engage parents from the start of their child's education To support parents in understanding children's emotional difficulties To provide opportunities for parents to develop their own skills and knowledge e.g. 'Steps into School', phonics workshops</p>	<p>Steps into school - An effective transition into school programme engages parents and sets good routines for supporting learning at home that can be sustained as pupils move through school. Evaluation of 'Steps into School' programme and Induction questionnaire for all parents. HSLW support for parents through 'Steps into Stepgates' programme and ongoing as appropriate.</p>	<p>Headteacher Cost: £3,800</p>	<p>July 2021</p>
<p>F: Inclusion of pupils eligible for PP in all activities</p>	<p>Any trips, clubs or events including Year 6 residential Uniform and additional clothing</p>	<p>Subsidies to the school trips/activities planned over the next academic year to enable children to participate in curriculum activities and residential visits To ensure children are dressed appropriately and feel part of the school culture and community</p>	<p>Monitor school trips and club attendance.</p>	<p>Headteacher Cost: £1800</p>	<p>July 2021</p>
<p>Due to COVID-19, the residential trip did not go ahead, however we found there was a larger need for emotional support, and staff were deployed to support the children in this area.</p>					
<p style="text-align: right;">Total budgeted Cost</p>					<p>£63,600</p>

