

Pupil Premium Strategy Statement

School overview

Metric	Data
School name	Temple Sowerby CE Primary
Pupils in school	47 + 4 pre-school
Proportion of disadvantaged pupils	7.8%
Pupil premium allocation this academic year	£7,725
Academic year or years covered by statement	20/21
Publish date	May 21
Review date	Sept 21
Statement authorised by	Karl Laithwaite
Pupil premium lead	Karl Laithwaite
Governor lead	Katie Brannen

Disadvantaged pupil progress scores for last academic year (18/19)

Measure	Score
Reading	2.92
Writing	4.76
Maths	-1.51

Disadvantaged pupil performance overview for last academic year (18/19)

Measure	Score
Meeting expected standard at KS2	0% (1 child – 102.0 reading, 99.0 maths)
Achieving high standard at KS2	0%

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	To raise the attainment of those pupils entitled to Pupil Premium in reading, writing and maths.
Priority 2	To address gaps in learning caused by lockdown
Priority 3	To manage the transition back into school (and at the end of Y6) and consider children's wellbeing

Priority 4	To continue to have access to a rich, engaging curriculum
Barriers to learning these priorities address	Typically, barriers to attainment include communication and language difficulties, social and emotional issues, and lack of cultural enrichment. However, in 2020/21, we also need to consider the wellbeing of children as they return to school, the need to quickly address gaps in learning caused during lockdown, and the need to effectively prepare for any future disruptions to education.
Projected spending	£7,725

We adopt the Education Endowment Foundation’s tiered approach to Pupil Premium spending, by aiming to ensure quality-first teaching, supported by targeted academic support and wider strategies to promote non-academic outcomes such as wellbeing and attendance.

1. Teaching Priorities

Aim	Target	Target date
Progress in Reading	Achieve positive progress scores in KS2 Reading	Sept 21
Progress in Writing	Achieve positive progress scores in KS2 Writing	Sept 21
Progress in Mathematics	Achieve positive progress scores in KS2 Maths	Sept 21
Phonics	No Pupil Premium children in KS1 – whole school target for 20/21 is 88%	
Other	Attendance of disadvantaged pupils is higher than Cumbria LA average (96% for 18/19 - see https://www.gov.uk/government/statistics/pupil-absence-in-schools-in-england-2018-to-2019)	Sept 21

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Measure	Activity
Priority 1 –	Work with the North West Maths Hub to complete the Maths Mastery Readiness programme – provide training opportunities for staff to develop quality of provision (White Rose, NCETM Prioritisation resources).
Priority 2 -	To develop our computing resources to ensure all children are fully supported, both in the classroom and in terms of remote learning - Chromebook computers and software licenses to promote learning – Edshed, Numbots, Literacy Shed.
Barriers to learning these priorities address	Gaps in coverage caused by lockdown, time constraints impacting on staff Maths Hub training

	Ensuring all staff are aware of Maths Hub training and apply appropriate teaching methods and approaches
Projected spending	£2,000 (supply costs to allow for training, resources and subscriptions)

2. Targeted Academic Support

Measure	Activity
Priority 1	Small group and 1 to 1 intervention programmes to target standards in English (Reading Intervention, comprehension and inference, spelling, and to prepare pupils for SATs/transition).
Priority 2	Small group work in maths to address gaps in learning following lockdown (includes use of NCETM – Ready To Progress resources) https://www.ncetm.org.uk/classroom-resources/exemplification-of-ready-to-progress-criteria/
Barriers to learning these priorities address	Staff becoming familiar with NCETM resources
Projected spending	£4,225 (staff costs - including 1 afternoon per week of HLTA support)

3. Wider Strategies

Measure	Activity
Priority 1	Providing curricular enrichment activities to help children manage the return to school and maintain good attendance. Examples include CDEC CARE training, working with a local artist as part of a whole school art project and with Cumbria Outward Bound instructors to promote team building and outdoor education.
Priority 2	To support relevant children through Y6 transition – Year 6 booster club, trips to meet other Y6 children, visitors from secondaries.
Barriers to learning these priorities address	Parental concerns regarding return to school Changes to secondary transition process
Projected spending	£1,500 – contribution towards staff costs, CPD, cost of visiting instructors

Monitoring and Implementation

Area	Challenge	Mitigating action
1. Teaching	Gaps in coverage caused by lockdown Time constraints impacting on staff Maths Hub training	Addressed through adapting curriculum and use of prioritisation approach Internal staff meetings to disseminate key information, including calculation policy and

		progression of vocabulary documents
2. Targeted support	Staff becoming familiar with NCETM resources	NWW Maths Hub training for teaching assistants
3. Wider strategies	Parental concerns	Communication to parents on reopening strategies to minimise risk

Review: last year's aims and outcomes

Aim	Outcome
To raise the attainment of those pupils entitled to Pupil Premium in reading, writing and maths.	We had 1 Pupil Premium child in Year 6 in 2019/20 who showed significant progress in maths and English, particularly in reading. Similarly, internal tracking of children in other year groups also indicates that children eligible for pupil premium continued to make good progress. However, interruptions to primary assessment during lockdown meant we were not able to assess fully at year end.
To develop attendance, social skills and engagement	Between 2018/19 and 2019/20 attendance of children eligible for Pupil Premium increased from 96.5% to 98.5%. Additional support provided (including working closely with parents to overcome social/emotional barriers to learning and engagement) helped to increase attendance, including involvement in a range of trips (eg to Beamish museum) and workshops (including a full week of cycling proficiency). Several meetings between staff at primary and secondary school level allowed many arrangements for transition to be put into place, however this was interrupted by lockdown.

