



North Elmham Pupil Premium Strategy Statement

(Including Service premium)



Summary information					
School	North Elmham CEVA Primary School				
Academic Year	2020/21	Total PP budget (including Services budget (£1,860 = 6x SPP @ £310) and Post LAC (1 x £2345)	£19,000	Date of most recent PP Review	July 2020 next review: March 2021 (Coronavirus)
Total number of pupils exc' Nursery	76 on Oct 2020 census	Number of pupils eligible for PP	11 Pupil Premium (£1,300 per pupil)	Date for next internal review of this strategy	End of July 2021

Contextual barriers <i>(issues to be addressed in school)</i>	
A.	Progress of Pupil Premium Pupils is to be maintained across the curriculum so that it is in line with other cohorts and can be accelerated, ensuring that any gaps narrow over time.
B.	Historic lack of effective SEN provision in place
C.	Historic lack of provision for Behavioural and Pastoral needs

D.	Support for disadvantaged pupils to be planned so that potential barriers to achievement are addressed, including additional support for the more able disadvantaged pupils and providing a range of enriched opportunities for pupil premium pupils.	
Additional barriers <i>(including issues which also require action outside school, such as low attendance rates)</i>		
E.	Historic Low level of attendance and persistent absences Covid-19 pandemic has impacted on all children	
Intended Outcomes <i>(Desired outcomes and how they will be measured)</i>		Success criteria
A.	Improved progress for all cohorts. Progress for Pupil premium pupils to be in line with other cohorts and to continue to at least match that of non- Pupil Premium pupils across the curriculum in all year groups	Stable class structure with appropriate interventions in place implemented through class provision map will ensure gaps are diminished and pupils reach the age expected levels recorded on class provision map and shared at pupil progress meetings. Progress in each year group of Pupil Premium pupils to be compared termly to that of non-Pupil Premium Pupils - and if they are not in line with each other this will be investigated and appropriate support will be built in. Setting cognitive difficulties aside, end of Key Stage results of Pupil Premium pupils to be in line with the outcomes for non-pupil premium pupils with a particular focus on comparing levels of progress.
B.	Effective SEN provision in securely in place	SEN & PP pupils supported with appropriate interventions and improvement in progress is evidenced in class provision maps , assessment grids and pupil voice including supporting the emotional well-being and educational progress of these pupils.
C.	Behavioural and Pastoral needs are addressed and provision in place	Reduction in the number of behavioural incidents occurring and consistent secure teaching which is not disrupted by behavioural or pastoral issues Will be evidenced through class observations and reduction in the number of behavioural incidents being reported on CPOMS

D.	Support for disadvantaged pupils is purposely planned so that potential barriers to achievement are addressed, including additional support for the more-able disadvantaged pupils and providing a range of enriched opportunities for pupil premium pupils.	<p>The in-house implementation pupil premium plan delivers on intervention and measures improved outcomes for PP pupils</p> <p>Attendance is in line or above the national average with fewer persistent absences whilst in Covid-19 pandemic time to allow for improved percentages - target greater than 95%</p>
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Planned expenditure					
Academic Year		2020/2021			
The four action/approaches below enable schools to demonstrate how they are using the pupil premium funds to improve classroom pedagogy, provide targeted support and support whole school strategies.					
Quality First Teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Who & Cost	When will you review implementation?
A	Progress for Pupil premium pupils to be in line with others	We will focus on sharing best teaching practice across the school and fostering an environment where teachers feel confident to discuss, review and analyse teaching approaches and decisions they make. We will share excellent aspects of teaching, review what makes them successful and consider how these can be transferred across the school and embedded within our curriculum planning documents.	SLT monitoring will confirm very strong examples of teaching/teaching support and assessment (as well as pupil voice and work produced in books) as evidence in the school. This will be additionally captured from pupil progress meetings using teachers dialogue and class provision maps. Harnessing core elements of these approaches and appropriately sharing them with all teaching staff will help to further develop the quality of teaching, and therefore pupil outcomes across the school	SLT Each staff meeting (as far as practically possible) will feature Curriculum (review and planning) led by a range of curriculum leaders. £ nil cost	Jan 2021
B	Historic lack of effective SEN provision	Under the direction of the new permanent SENDCo, the two Inclusion managers will	Staffing structure provision and time dedicated to this role of Inclusion manager and support staff roles	Inclusion manager	Jan 2021

		<p>support the SEN provision as part of their job description.</p> <p>They will have weekly timetable time dedicated to further supporting the needs of PP children and will be responsible for working alongside class based teachers/teaching assistants to ensure these pupils can flourish and be successful in school- thus ensuring quality first teaching and support for these pupils.</p>	<p>Termly Pupil Progress meetings with class teachers will monitor the progress of pupil premium pupils and will then evaluate if any additional support is required.</p>	£29,193	Termly
C	Behavioural and Pastoral needs	<p>Continue with the reduction in the number of behavioural incidents occurring and consistent secure teaching which is not disrupted by behavioural or pastoral issues,</p> <p>Will be evidenced through class observations and reduction in the number of behavioural incidents being reported on CPOMS</p>	<p>Positive behaviour plans in line with STEPS training implemented followed through with review meetings and shared with pupils/parents</p> <p>Boxall profile (mental health and well-being assessment) and ELSA (emotional literacy support assistant) plans and delivers programmes of support to pupils who are experiencing temporary or longer term additional emotional needs.</p>	<p>Class teachers</p> <p>£11,211 (TA support to deliver ELSA)</p>	<p>ongoing</p> <p>from Jan 2020</p>
D	Support for disadvantaged pupils to be planned	<p>The school knowledge rich curriculum excites and engages learners, including opportunities for external trips, enrichment time, welly days and visits/visitors that enhance our curriculum offer (as far as is practically possible due to Covid-19 pandemic restrictions)</p> <p>All available evidence strongly suggests that a broad / balanced curriculum that is planned for knowledge growth and to build upon and extend existing knowledge is vital to the development and achievement of pupils.</p>	<p>All Creative and Analytical curriculum leaders use their release time to monitor, review and evaluate our curriculum offer and use staff meeting time to plan further developments including Catch - up/ self-improvement time and surgery time and to facilitate staff working collaboratively together across the federation to enhance our curriculum design.</p> <p>The data lead will capture provision and impact in an individual implementation plan.</p>	<p>SLT</p> <p>£6,140 (Catch-up funding)</p> <p>CJ & CP</p>	<p>on-going and specifically during the PP review and catch-up delivery programme in Jan 21</p>
Total budgeted Cost					£46,544
Targeted support:					

Desired Outcome	Chosen action/approach	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	Teachers have the opportunity to utilise the skills and expertise of experienced and well trained Inclusion managers to support their Pupil Premium Pupils who need extra levels of focus to ensure they achieve the expected levels of progress across the curriculum	For The national curriculum and the school curriculum to meet the learning needs of PP children and build their cultural capital. Current learning needs to build on previous learning and prepare for future learning. The school curriculum design is to enable pupils to be more engaged in their lessons so their learning needs are met	The SENDCo and Inclusion manager will carry out an audit of the pupils to ascertain barriers to learning and then develop a suitable individual programme for each child to be delivered by the TAs following a weekly timetable. Regular monitoring and discussion will take place to continually review progress	AO, BL, GN ongoing review of groupings and individuals Termly review of outcomes for these groups of pupils
B	SEN provision meets the needs of all pupils	Boxall profile and Elsa package used for pupils		AO, BL, GN ongoing review of groupings and individuals Termly review of outcomes for these groups of pupils
C	Behavioural and Pastoral needs to be met for Pupil Premium Pupils	Behavioural issues are not resolved during the lunch break and then disrupt afternoon lessons. Having an adult for children to talk to and to resolve issues will improve the afternoon's learning	Through Boxall assessment and ELSA training, practitioners will understand how to implement the strategies and how to identify the children who would benefit and then targeted intervention with the identified pupils and general principles with whole classes will come about. Children will have learnt techniques to deal with their emotions and their mental wellbeing which will lead to fewer behaviour incidents and less disruption to lessons	AO, BL, GN & TB
D	Improved attendance of all pupils and diminish the gap between PP and non-PP. Build a high expectation of good attendance with all families	Pupils from disadvantaged backgrounds often have fewer opportunities to try new activities and skills and this can lead to low future aspirations. Additionally, poor attendance of PP children impacts on their learning. Pupils need	An inclusion manager has been appointed to work alongside with the Business Manager, whose responsibilities include regularly monitoring the attendance of PP children and to follow the "Fast track" process with families	JB, GN & BL

	Pupils experience a broad range of enrichment opportunities - increasing their cultural capital	<p>to attend school regularly and be present for all lessons to learn and achieve the age expected levels and progress. Lateness and persistent absences can disrupt the learning of the individual and the whole class.</p> <p>Attendance was not measured at the end of 2020 due to pandemic. However up to the point of Lockdown in March 2020 it was at 95.4%</p> <p>Uptake for enriched activities is lower for PP children due to financial implications and lack of aspiration</p>	<p>Through the individualised implementation plan, pupils will be identified and class teachers/SENDCo will raise the issue with the parents at meetings to discuss how the school can support the children. Letters to parents about activities. Trips etc. will mention support is available to PP families</p>	CJ
Mid ~Year Review (to be completed at Feb 21)				
Academic Year		2020-2021		
Quality First Teaching For All In An Inclusive Setting				
Desired outcome	Chosen action/approach	Impact Review: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Developments (and whether you will continue with this approach)	Cost

<p>A</p> <p>Progress of Pupil Premium pupils to continue to at least match that of non-pupil premium pupils across the curriculum in all year groups.</p>	<p>We will focus on sharing best teaching practice across the school and foster an environment where teachers feel confident to discuss, review and analyse teaching approaches and decisions they make.</p> <p>We will share excellent aspects of teaching and provision and review what makes them successful and consider how these can be transferred across the school and embedded within our curriculum planning documents</p>			<p>£ nil</p>
<p>B</p> <p>Pupil premium children will be specially supported by Inclusion manager and other</p>	<p>Pupil premium pupils will receive weekly timetabled catch-up, intervention or surgery time delivered by a teacher</p>			<p>£6,140</p>
<p>C</p> <p>pupil premium children will be specially supported by a designated teaching assistant.</p>	<p>Behavioural and Pastoral needs to be met for Pupil Premium Pupils by ELSA practitioner and Boxall assessment</p>			<p>£11,211</p>

<p>D</p> <p>Pupil Premium pupils will have opportunities to access a range of enriched opportunities that enable them to flourish the PP children access to a wide range of activities, such as music lessons, after school clubs and educational visits</p>	<p>Whole school approach to the knowledge-rich curriculum and pedagogy to support the delivery of the curriculum which includes; quizzing for knowledge, challenge by choice, choral response for example.</p> <p>All teachers have developed the knowledge growth plans and regular ongoing discussions at staff meetings to continually evaluate and assess the impact on learning. School curriculum excites and engages learners, including opportunities for external trips/visits/ enrichment that enhance the curriculum offer</p>			<p>£1,000 (Resources to support PP children)</p> <p>£500 (to subsidise educational visits and after school activities)</p> <p>£770 (subscriptions to websites to support learning)</p>
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Review of Expenditure		2020-2021		
Quality First Teaching For All In An Inclusive provision				
Desired Outcome	Chosen action/approach	Estimated Impact	Lessons Learned / Next Steps	Costings
A				
B				
C				
D				

