

Mursley C.E School - Pupil premium strategy statement (2020-2021)

1. Summary information			
School	Mursley CE School		
Academic Year	2020/21	Total PP budget (PP, Forces and LAC)	£310 x 1 = £310 (Forces) £1,345 x 2 = £2,660 (Pupil Premium) Total = £2,970
Total number of pupils	45	Number of pupils eligible for PP (PP, Forces and LAC)	3 Pupils in Total 1 Pupil (Forces) 2 Pupil (Pupil Premium)

Attainment End of Academic Year 2018-2019				
	Mursley CE School Number of PP children	Mursley CE School Pupils eligible for PP (% reaching expected standard) (Teacher Assessment - 2020 SATs cancelled due to COVID-19)	Mursley CE School Pupils not eligible for PP (% reaching expected standard) (Teacher Assessment - 2020 SATs cancelled due to COVID-19)	National average Pupils not eligible for PP (% reaching expected standard) (Teacher Assessment - 2020 SATs cancelled due to COVID-19)
End of EYFS (Good Level of Development)	1	100%	57%	66%
Phonics end of Year 1	0	2020 - Year 1 Phonics check results will be available Spring 2021	2020 - Year 1 Phonics check results will be available Spring 2021	2020 - Year 1 Phonics check results will be available Spring 2021
Phonics end of Year 2	2	2020 - Year 2 Phonics check results will be available Spring 2021 following assessments in Autumn 2 2020	2020 - Year 2 Phonics check results will be available Spring 2021 following assessments in Autumn 2 2020	2020 - Year 2 Phonics check results will be available Spring 2021 following assessments in Autumn 2 2020
Reading end of KS1	2	50%	80%	72%
Writing end of KS1	2	50%	60%	67%
Maths end of KS1	2	100%	73.3%	73%

Mursley CE School - Pupil Premium Strategy 2019/20 - Successes

- In 2019 in KS1 there were 2 CLA/PP pupils and all made at least 6 steps progress (The expected level of progress).
- At the end of KS1 (Year 2), there were 2 CLA/PP children, taking into account the extenuating circumstances and trauma they have experience, there has been a significant improvement in the progress and attainment of disadvantaged pupils in ARE and GDS.
- End of KS1 (Year 2) Summer 2020 - Teacher Assessments (No SATs took place due to COVID-19);
- KS1 ARE Reading - 80% (National 2020 - 72%) (PP = 1 out of 2 pupils - 50%)
- KS1 ARE Writing - 60% (National 2020 - 67%) (PP = 1 out of 2 pupils - 50%)
- KS1 ARE Maths - 73.3% (National 2020 - 73%) (PP = 2 out of 2 pupils - 100%)
- KS1 GDS Reading - 47% (National 2020 - 22%) (PP = 1 out of 2 pupils - 50%)
- KS1 GDS Writing - 20% (National 2020 - 14%) (PP = 0 out of 2 pupils - 0%)
- KS1 GDS Maths - 27% (National 2020 - 19%) (PP = 0 out of 2 pupils - 0%)
- All Service/PP parents attended all parents evening and there was good attendance from PPM parents at school events, assemblies and workshops.
- In 2020 in KS1 there were 2 CLA/PP children across the school - 50% of these pupils (1 out of 2) made at least expected progress (4 steps progress) in Reading, Writing and Maths (Autumn 1 2019 to Spring 2 2020) - Prior to COVID-19 Lockdown.
- Whole school approach to Maths through embedding the 'Mastery Maths' approach has had positive effect on CLA/PP children's Maths outcomes and is seen in their work in books and overall progress performance - 100% of CLA/PP pupils (2 out of 2) have made at least 4 steps progress (Autumn 1 2019 to Spring 2 2020) - Prior to COVID-19 Lockdown.
- Whole school approach to Writing through embedding the 'Talk 4 Writing' approach has had positive effect on CLA/PP children's Writing outcomes and is seen in their work in books and overall progress performance - 50% of CLA/PP pupils (1 out of 2) have made at least 4 steps progress (Autumn 1 2019 to Spring 2 2020) - Prior to COVID-19 Lockdown.
- Whole school approach to Reading through 'Talk 4 Reading' approach has had positive effect on CLA/PP children's Reading outcomes and is seen in their work in books and overall progress performance - 100% of CLA/PP pupils (2 out of 2) have made at least 4 steps progress (Autumn 1 2019 to Spring 2 2020) - Prior to COVID-19 Lockdown.
- Increased numbers of CLA/PP pupils have taken part in school sports events, after-school clubs and festivals than in the previous academic year - Prior to COVID-19 Lockdown.
- Pastoral support, including Play Therapy, Learning Mentor (1 to 1 sessions), Lego Therapy and have had a positive effect on CLA/PP pupils and their involvement in school life.
- CLA/PP (99.4%) attendance for 2019-2020 and Service (100%) continued to improve and is now in line with non-PPM pupils (97.9%). CLA/PP attendance for 2019-2020 (Autumn 2 2019 to Spring 2 2020 - Prior to COVID-19 Lockdown).

2. Barriers to future attainment (for pupils eligible for PP including high ability)	
Barriers	
A.	Small numbers of PP pupils with a wide range of differing needs
B.	Poor self-esteem, anxiety and family struggling to support
C.	Lower aspirations of some disadvantaged pupils and their parents and limited support at home to reinforce basic skills, limiting progress
D.	Family mental health
E.	Financial barriers to children in accessing extra-curricular activities and educational experiences such as trips, enrichment clubs, and tournaments.

3. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Pupil premium review will evidence that the individual needs of each child eligible for pupil premium are effectively addressed resulting in expedited progress	Every PP child makes more than expected progress in an academic year PP children who are SEN to meet provision map targets
B.	Improved emotional well-being of identified PP children. Training delivered to PP parents that enables them to support their children	Harris Scale will demonstrate improved self-esteem/self-awareness and positivity around self Increased positive outlook on identified issues and self-perception will enable identified children to make accelerated progress in relation to their starting point.
C.	Sustain outcomes at end of KS1	KS1 PP children achieve at least age related expectations across all subjects.
D.	Family supported effectively so pupil attendance is not affected	Pupil Premium children attendance matches non Pupil Premium children.
E.	PP fully involved in all aspect of wider school life	PP children access extra-curricular activities PP accessing holiday club at school, as required Parents supported to work through pupil attendance at WRAP

3. Planned Expenditure for 2020-2021 (Total Pupil Premium Funding Allocated - £4,990)					
Quality of teaching for all					
Desired outcome	Chosen Action	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review the implementation?
Considering EYFS/KS1 Pupils' capabilities and prior knowledge, pupils to make progress towards reaching their potential in Reading, Writing and Maths.	All staff have a target for PP attainment/progress in their appraisal document. Ensure work/books of PP pupils are marked first.	Staff will be focused on PP children and accountable for their progress and attainment. Outcomes and next steps /actions to be incorporated into termly team pupil progress meetings and fed back to SLT.	Rigorous M&E schedule implemented by SLT and subject leaders Data Analysis Pupil Progress Meetings	Theresa Wheeldon Heidi Martin Carol-Anne McCollum David May	Appraisal reviews Pupil Progress Meetings
Considering EYFS/KS1 Pupils' capabilities and prior knowledge, pupils to make progress towards reaching their potential in Reading.	English intervention - Pre and Post-Teaching sessions with PP pupils with class teachers - At least 3 sessions per child per week for 1 to 1 or small group tasks. (GDS Reading comprehension tasks, small group comprehension sessions, 1 to 1 daily reading and comprehension tasks). (£1000 for staffing to cover all interventions.) Targeted adult support in lessons from budget above.	Identified children are below age-related expectations. Previous intervention has been effective in raising standards	Internal monitoring and tracking - Through use of termly reading assessments and guided reading assessments following small group tasks with class teacher and records of 1 to 1 daily reading.	Theresa Wheeldon (KS1 English Lead) Carol-Anne McCollum David May	Half termly through Weekly reading monitoring and monitoring comprehension success

Considering EYFS/KS1 Pupils' capabilities and prior knowledge, pupils to make progress towards reaching their potential in Writing.	English intervention - Pre and Post-Teaching sessions with PP pupils with class teachers - At least 3 sessions per child per week for 1 to 1 or small group tasks. (Phonics intervention sessions, 1 to 1 daily phonics sessions, GDS writing 1 to 1 sessions, small group sentence structure interventions, 1 to 1 daily support for writing in class and handwriting/sentence structure/extended sentence structure interventions). (£1000 for staffing to cover all interventions.) Targeted adult support in lessons from budget above.	Identified children are below age-related expectations. Previous intervention has been effective in raising standards	Internal monitoring and tracking - Through use of end of Talk 4 Writing unit assessments.	Theresa Wheeldon (English Lead) Carol-Anne McCollum David May	End of unit assessments. Termly assessments - Following book scrutiny/trawl.
Considering EYFS/KS1 Pupils' capabilities and prior knowledge, pupils to make progress towards reaching their potential in Maths.	Maths intervention - Pre and Post-Teaching sessions with PP pupils with class teachers - At least 3 sessions per week freed in the timetable for 1 to 1 or small group tasks (1 to 1 sessions focussing on number facts and reasoning skills, small group sessions focussing on reasoning skills and GDS Maths intervention sessions). (£1000 for staffing to cover all interventions.) Targeted adult support in lesson	Identified children are below age-related expectations. Previous intervention has been effective in raising standards - Use of Pre and Post teaching sessions with class teachers will ensure consolidation of the 'Mastery approach' to Maths.	Internal monitoring and tracking - Through the use of regular assessment of misconceptions and mathematical concepts (TA and class teacher to record progress in assessments and additional sessions).	Carol-Anne McCollum David May Heidi Martin Theresa Wheeldon	Half termly
Quality feedback supports children to make good progress in all subjects	Teachers to give immediate feedback Teachers to mark PP books first Teachers to ensure PP children response to marking is undertaken daily Teachers to address misconceptions immediately Training for new staff	Evidence base of research suggests quality feedback enables children to make good progress (John Hattie)	Regular work scrutinises by SLT Regular lesson observations by SLT Half termly data analysis	Carol-Anne McCollum David May Theresa Wheeldon	Half termly
Pupil premium children to reach the expected standard for their year group and / or make at least expected progress from their starting points.	PP children to receive high quality first teaching. Children supported by additional staff within the classroom setting as appropriate. Additional staff employed to release teachers to focus teach PP children Interventions carried out by Teachers/HLTAs for children as identified from assessments	Research shows targeting specific needs from assessments will close the gap in understanding. Observations of additional sessions taught by staff. Review quality of support received within the classroom setting.	Intervention data of start points and ends given to SLT post interventions. Data for PP reviewed Half-termly and termly in pupil progress meetings.	Carol-Anne McCollum David May Theresa Wheeldon	Half termly
Improve the percentage of PP children working at Greater depth across KS1	Continue to implement Philosophy For Children (P4C) and deepening discussion in Reasoning for Maths and text discussion in 'Book Talk' for Talk 4 Writing.	Evidence base of research suggests that good classroom discussion and self-questioning	Staff training and review of its effectiveness Lesson observations	Carol-Anne McCollum Theresa Wheeldon	Termly

by improving children's quality of discussion and self-questioning.	Purchase resources to support teachers in its implementation Teachers to target Service/PP children during sessions	has a positive impact on outcomes (John Hattie)			
Service/PP children to be able to understand and recognise own emotions. Service/PP children to develop a bank of strategies to help regulate emotions and behaviour.	Staff to introduce and embed 'Zones of Regulation' (whole school approach) to develop Service/PP children's K+U and awareness of how to recognise own emotions. Service/PP to work with TA/Teacher/1 to 1 support to develop individual 'Toolbox' to provide strategies to apply when feeling anxious/upset.	Service/PP children often identified as vulnerable children with specific Emotional Health and Well-Being needs.	Daily modelling and support from staff throughout the school. SDQ follow up assessment Pupil Voice from Service/PP	All Staff	Half termly
CLA/PP children's emotional well-being is improved.	Weekly 'Learning Mentor' 1 to 1 sessions to take place to support and discuss strategies for coping at home for those identified Services/PP individuals who are also in need of Emotional and Well-Being support sessions (Requested by parents, staff or other professionals). (Cost for identified Services/PP children £1560) Learning Mentor Support 20mins sessions per week. (£40 per week x 39 weeks September 2020 to July 2020 = £1560)	Service/PP children often identified as vulnerable children with specific Emotional Health and Well-Being needs.	Weekly sessions are planned and evaluated by Aimee Temple - Learning Mentor. Pupil Voice from Service/PP	David May Aimee Temple	Half Termly
Other Approaches					
Children's 'home learning' and homework is completed to a high standard.	Continue to provide opportunities to complete home learning (Homework, spellings, reading etc...) which includes all pupils but ensures that Targeted PP identified children are invited and sessions provided by funding to support pre and post teach and to discuss homework.	PP children's homework is not as effectively completed as non-PP children Evidence shows that supporting study skills improves Outcomes - John Hattie.	Work scrutiny comparing PP and Non-PP children Monitoring completion of homework and when completed Pupil voice of PP children	Carol-Anne McCollum David May Theresa Wheeldon	Termly
All PP pupils to participate in enrichment activities	Enriched curriculum Financially support individual children to access enriched curriculum activities by ensuring PP parents are aware of financial support. Ensure children have appropriate kit/clothing to attend clubs. (Estimated support up to £500)	Funding to be used to ensure that 100% of Service/Pupil Premium pupils accessed places on extra-curricular clubs, fund residential places and educational visits. This has ensured that all children are fully included and has helped to develop social and emotional skills.	Monitoring club uptake and targeting any PP child or vulnerable child that is not in a club	Carol-Anne McCollum David May	Termly
Pupil premium children	Increased opportunities for KS1 pupils to engage in wider school life, such as School Council, monitors and attendance at Sports Festivals etc...	Opportunities to engage in wider school life are restricted for some pupil premium children.	Pupil voice. Observations.	Class teachers	Half Termly

aspire to take on roles of responsibility across the school.		Activities take place during school day to enable full participation without impacting on home routines			
Children's attendance improved to match non-PP children	Notify all parents of attendance procedures Invite parents in for meetings if attendance drops below 95% for PP children.	PP Attendance is not as high as non-PP children	Monitoring of attendance data monthly	Carol-Anne McCollum David May	Weekly
Total allocated budget cost					£3,060 (See Below for details surrounding Virtual Schools Funding)
Total unallocated budget for support as identified through the remainder of the academic year					N/A (See Below)
Virtual Schools Funding					
<ul style="list-style-type: none"> Additional funding will be granted for specific interventions and approaches from relevant Virtual Schools for individual CLA/Fostered Pupils - To be applied for and granted half-termly. (PEP Meetings and ePEP funding applications will ensure the PPM Funding is supplemented to support school in implementation of specific strategies). 					

Review of Expenditure- £4,900 allocated				
£300 × 1 = £300 (Forces)				
£2,300 × 2 = £4,600 (CLA)				
Total = £4,900				
Previous Academic year	2019-2020			
Quality of Teaching for all				
Desired Outcome	Chosen Action	Impact	Lessons learned	Cost
Improve the % of pupils reaching ARE expectations in Writing at the end of KS1.	Continue to embed 'Talk 4 Writing' and develop resources for reading spine, poetry spine and resources to develop writing across all abilities.	Talk 4 Writing was introduced in Sept 2015. This initiative continued to be embedded and developed which has ensured pupils can continue to demonstrate significant improvements in their approaches to writing across all genres. At the end of KS1 (Y2) 50% - 1 out of 2 CLA/PP pupils were working at the age-related expectations in Writing.	The initiative significantly improved the teaching and learning of writing across KS1. This initiative will be continued with targeted support for PP children to ensure they are accessing the Talk 4 Writing process to develop their skills and approaches to writing to ensure they reach the ARE at the end of KS1.	£500
Targeted Support				
Improve outcomes for all Pupil Premium children through targeted support linked to individual needs	Class Teacher and TA to both have responsibility for PP children Sept - March 18 and TA support Summer term (32 hours a week).	Over 2019-20 of the 2 KS1 (Y2) children eligible for Pupil Premium, the following attainment was made; <ul style="list-style-type: none"> 50 % were working at least at ARE in Reading (1 out of 2 pupils) 100% were working at least at ARE in Maths (2 out of 2 pupils) 	Identified pupils will require additional 1-2-1 support to diminish the difference in writing outcomes by the end of KS1.	£1500

		<ul style="list-style-type: none"> 50% are working at least at ARE in Writing (1 out of 2 pupils) 		
Additional staffing to support in classrooms during the afternoons in order to improve outcomes for all CLA/PP children through targeted support linked to individual needs.	This has meant that there are a variety of programmes available to the children such as daily reading, comprehension groups, social skills groups, access to pre and post teaching sessions looking at specific areas of Maths, Reading and Writing and enabling children the 1 to 1 support and time to talk through their misconceptions.	<p>This has had a positive impact in terms of attitude and approach to learning.</p> <p>Over 2019-20 the following percentage of PP children made at least the expected progress regardless of their starting points;</p> <p>Maths - (2 out of 2 pupils) 100% made at least expected progress (4 steps progress) - Autumn 1 2019 to Spring 2 2020.</p> <p>Reading - (2 out of 2 pupils) 100% made at least expected progress (4 steps progress) - Autumn 1 2019 to Spring 2 2020.</p> <p>Writing - (1 out of 2 pupils) 50% made at least expected progress (4 steps progress) - Autumn 1 2019 to Spring 2 2020.</p>	<p>Where children made less progress, they required smaller step targets to make progress and needed to revisit these on a regular basis to sustain learning.</p> <p>This was refined across the year and will be implemented moving forward in the next academic year.</p> <p>Following pupil feedback and a pilot in Spring and Summer 1 2017 and whole school Autumn 2018 onwards, staff now have at least 3 sessions per week in 2019-2020 to deliver targeted specific pre-teaching and post teaching sessions to address misconceptions and challenge for improvement.</p>	£1500
CLA/PP children's attendance improved to match non-PP children	Notify all parents of attendance procedures Invite parents in for meetings if attendance drops below 95% for PP children.	<p>Support from the school to ensure parents are aware of the importance of having their children in school daily.</p> <p>CLA/PP (99.4%) attendance for 2019-2020 and Service (100%) continued to improve and is now in line with non-PPM pupils (97.9%). CLA/PP attendance for 2019-2020 (Autumn 2 2019 to Spring 2 2020 - Prior to COVID-19 Lockdown). Attendance continued to improve and was in line with non-PPM pupils when returning to school in Summer 1 2020.</p>	School continues to support one family to maintain good attendance.	£0
All PP pupils to participate in enrichment activities	Enriched curriculum	Funding was used to ensure that 100% of Pupil Premium pupils accessed places on extra-curricular clubs, fund residential places and educational visits. This has ensured that all children are fully included and has helped to develop social and emotional skills.	This approach ensures equality of access for all children.	£1000
Support for identified CLA/PP pupils to meet emotional needs.	Play Therapy (£600 per half term per pupil) and Learning Mentor Support Sessions (£2000 identified costs for PP pupils).	Funding was used to ensure that identified Pupil Premium pupils accessed additional support with Emotional health and well-being. This has ensured that all children are able to develop strategies to develop social and emotional skills and access the curriculum.	This approach ensures pupils are provided with additional support to develop their access to the curriculum and school life by developing social and emotional skills to manage impact of previous and on-going trauma.	£2000
Support for identified PP pupils for external agency assessments.	Assessments and Equipment provided by the following external agencies; Educational Psychologist Occupational Therapy	Funding was used to ensure that identified Pupil Premium pupils were supported through guidance and advice from external agency assessments. This has ensured that all children are able to receive appropriate provision for staff to	This approach has ensured that all children are able to receive appropriate provision and for staff to develop understanding and be provided with strategies to address social and	£1200

		develop strategies to address social and emotional skills issues and ensure improved accessed the curriculum.	emotional skills issues and ensure improved accessed the curriculum.	
			Total expenditure	£7,700 (See Below for details surrounding Virtual Schools Funding)
Virtual Schools Funding				
<ul style="list-style-type: none"> • Additional funding for 2018/2019 academic year granted for specific interventions and approaches from relevant Virtual Schools for individual CLA/Fostered Pupils - Funding was applied for and granted on a half-termly basis. • (PEP Meetings and ePEP funding applications ensured the PPM Funding supplemented support for school in implementation of specific strategies). 				