



Pupil Premium Strategy: 2020-21

1. Summary information					
School	Peover Superior Endowed Primary School				
Academic Year	2020-21	Total PP budget	£5,380	Date of most recent PP Review	September 2020
Total number of pupils	94	Number of pupils eligible for PP	8 (funding for 4 children – other children new FSM, not on October 2019 census. Funding to be received 2021.	Date for next internal review of this strategy	July 2021

2. Current attainment	
(based on data for 2019 end of KS2 results. n.b. no data available for 2020 due to Covid-19)	Pupils eligible for PP (your school)
% achieving expected standard or above in reading	0%
% achieving expected standard or above in writing	100%
% achieving expected standard or above in maths	100%

3. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers (issues to be addressed in school, such as poor oral language skills)	
A	Slower grasp of basic skills and ability to make links in learning (additional scaffolding, learning coaching and metacognition development required).
B	Additional learning needs – slower processing skills, recognised dyslexia, SEND for cognition and learning
C	Less access to reading materials at home for reading for pleasure and developing reading mileage.
D	Breadth of life experiences as a stimulus for learning and to facilitate making links in learning.
E	Speech and Language Difficulties
Additional barriers (including issues which also require action outside school, such as low attendance rates)	
F	Lack of equipment to access remote/digital learning

4. Intended outcomes (specific outcomes and how they will be measured)		Success criteria
A	To ensure that the proportion of PP pupils achieving ARE in school matches or exceeds the national average for non-disadvantaged pupils.	All PP pupils achieve in line with school and national
B	To ensure that all pupils have access to devices to support remote learning and access additional Catch Up sessions after school when necessary	All PP have access to a laptop to ensure they can access the school's blended learning approach
C	To ensure that all pupils have access to resources which enable them to improve their reading miles and develop a habit of reading for pleasure	All PP pupils read for pleasure and achieve ARE in reading.
D	To provide access to stimulating and enriching experiences for all pupils, which impact upon pupils' learning (especially writing).	All PP pupils' report that they can use enriching experiences as a stimulus for writing
E	To ensure that PP pupils with SEND are supported to achieve small steps of progress towards their School Support Plans.	PP pupils achieve ARE in Reading, Writing and Maths or in line with the steps in their EHCP/SSP SDQs evidence an improvement in pupils' emotional well-being and social skills.
F	To ensure pupils receive support from SALT specialists when needed and are supported with the necessary Speech and Language programme in school	SDQ's and SAL assessments evidence pupils are making improvements in line with their SSP or recommendations from their Speech and Language Therapist

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
Targeted class size for mastery approach – 21 children in Year 5/6, 24 children in Year 3 & 4. Additional teacher and TA to enable targeted teaching.	To improved standards across KS2 through targeted precise year group teaching.	Unable to fully assess impact due to COVID-19 Lockdown	Continue for 2020-21	£10,000
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

Reading for Pleasure - reading materials, teachers as readers, reading aloud	To gives pupils a love of reading and a purpose for their reading – pleasure.	Pupils reading of their own volition – impact of lockdown means this needs to be continued.	Continue	£1000 investment in reading materials
Mastery approach for mixed aged classes	Small steps to depth at mastery	Begun to develop, but unable to assess full impact.	Continue this year.	No cost – funded training
Inference Training	To increase the proportion of PP pupils achieving ARE in reading.	Begun to develop, but unable to assess full impact.	Continue this year	£300
Booster Groups – in school	To ensure that PP data compares favourably to national for non-disadvantaged pupils.	Begun to develop, but unable to assess full impact.	Continue this year	£300
Targeted 1:1 Reading Mileage and Reading for Pleasure intervention	To gives pupils a love of reading and a purpose for their reading – pleasure.	Begun to develop, but unable to assess full impact.	Continue this year	£675
Additional 1:1 pre-teaching for Maths lessons	To prepare pupils with secure prior knowledge to be activated within the next lesson. To maintain the proportion of PP pupils achieving ARE in Maths at at least 75%.	Begun to develop, but unable to assess full impact.	Continue this year	£190
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
Pupil Leadership Team responsibilities.	To improved self-esteem.	Begun to develop, but unable to assess full impact.	Continue	No cost

6. Planned expenditure – Academic Year : 2020-21

i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Cost
Targeted class size for mastery approach – 22 children in Year 5/6, 30 children in Year 3 & 4. Additional teacher and TA to enable targeted teaching.	To ensure gap is closed to pre-lockdown levels. Continue to raise attainment in KS2.	Evidence based practice – smaller classes enables change of teaching pedagogy Use of additional targeted adult support – EEF guidance (Making best use of Teaching Assistants)	Monitoring – lesson visit focus, data, book looks, pupil voice. Performance Appraisal.	EC	Termly	£10,000
Reading for Pleasure - reading materials, teachers as readers, reading aloud	To gives pupils a love of reading and a purpose for their reading – pleasure.	All pupils reading of their own volition. Increased percentage of children across school reporting increased enjoyment of reading. A range of reading materials accessed, including modern fiction and magazines.	Focus on developing range of reading material in school and continuing ethos of RfP.	EC	Termly	£500 investment in reading materials
Mastery approach for mixed aged classes	Small steps to depth at mastery – Embedding Programme	Ensure mastery teaching to depth for all pupils	Involvement in Cheshire and Wirral Maths Hub Termly training and coaching Peer observation and support Expert challenge Evidence based	PW	Termly	No cost – funded training
				Total Budgeted Cost:	£10,500	

ii. Targeted support						
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Cost
Pupil Leadership Team responsibilities.	To improved self-esteem.	Previous in-school impact seen.	Leadership of the team – meetings, monitoring their impact and well-being.	PW	Half termly – PPMs and Interim PPMs.	£0
Inference Training	To increase the proportion of PP pupils achieving ARE in reading.	Prior in school data evidences impact. QLA.	Monitoring – lesson visit focus, data, book looks, pupil voice. Performance Appraisal	LH	Half termly – PPMs and Interim PPMs.	£300
Positivity Champions	To improved self-esteem and mental health.	SEAL EEF Guidance		AES	Half termly – PPMs and Interim PPMs.	No cost
Booster Groups – in school	To ensure that PP data compares favourably to national for non-disadvantaged pupils.	Previous in-school impact seen.	Monitoring – lesson visit focus, data, book looks, pupil voice. Performance Appraisal	LH	Half termly – PPMs and Interim PPMs.	£300
Targeted 1:1 Reading Mileage and Reading for Pleasure intervention	To gives pupils a love of reading and a purpose for their reading – pleasure.	Research trial. Previous in school data evidences impact.	Monitoring – lesson visit focus, data, book looks, pupil voice. Performance Appraisal.	LH	Half termly – PPMs and Interim PPMs.	£675
Additional 1:1 pre-teaching for Maths lessons	To prepare pupils with secure prior knowledge to be activated within the next lesson. To maintain the proportion of PP pupils achieving ARE in Maths	Metacognition approach – EEF evidence +7 months.	Monitoring – lesson visit focus, data, book looks, pupil voice. Performance Appraisal	LH	Half termly – PPMs and Interim PPMs.	£190
Daily arithmetic practice	To maintain the proportion of PP pupils achieving ARE in Maths	Previous in-school impact seen.	Monitoring –observation, data, pupil work, pupil voice.	LH	Half termly – PPMs and Interim PPMs.	£675
Cool Connections Visyon	To improve children’s mental health and self-regulation	Previous in-school impact seen.	Monitoring –observation, data, pupil work, pupil voice.	LH/PW	End of the intervention 6 weeks	No cost – completed

			SDQ's completed before and after the intervention			during school time
				Total Budgeted Cost:	£2140	
iii. Other approaches						
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Cost
Breakfast club and after school (including reading 1:1)	To ensure that all pupils access 1:1 daily reading with an adult– minimum 75% ARE in reading.	Previous in-school impact seen.	Monitoring – pupil data, attendance.	LH	Half termly – PPMs and Interim PPMs.	£1,560
Purchase laptops for home use – Blended Learning	To ensure children have access to blended learning approach for homework	Move to blended learning for homework DFE Expectation	Monitoring Pupil voice	LH	Half termly – PPMs and Interim PPMs.	£400
				Total Budgeted Cost:	£1960	
Total PP Spending - £12,460						

7. Additional detail

Small numbers – 4 (note of caution when looking at percentages and comparing with national attainment figures)