

Pupil Premium Strategy Statement **The Michael Syddall CE (Aided) Primary School**

The impact of Covid-19 has meant school leaders and teachers have met an unpredictable array of challenges. The year ahead will be crucial as schools re-establish routines and reconnect with pupils, so that all pupils go on to thrive. The mental, physical, and economic impacts of Covid-19 will have affected every family and school in different ways, and the strains of lockdown may have created new barriers to learning, or exacerbated existing challenges

Whatever the projected impact of Covid-19 on pupils' learning and the continuing disruption to the daily work of schools, what matters now is how we respond in the upcoming academic year. An evidence-informed response can help in restoring vital learning routines and ensure both pupils and teachers will have the best chance of success in a school year unlike any other.

Professor Becky Francis Chief Executive

(Education Endowment Foundation)

School Overview

We receive a substantial amount of Pupil Premium Funding owing to the diverse nature of our school, alongside this year the additional funding from the Government – Covid Catch Up Funding. As a school we need to accurately identify the priorities within the context of our school and ensure all Pupil Premium and Covid Catch Up makes a positive impact and difference to the longer term learning and life chances of our pupils but fully supports recovery now with a particular focus on pupil wellbeing, mental health, social and physical development.

Key priorities will be identified within our Pupil Premium Statement for disadvantaged and service pupils and the Covid Catch Up however the lines aren't not clearly defined and strategies and approaches will have the maximum impact when they are embedded consistently across school as a whole.

A flexible approach will be taken as the EEF suggest allowing for changes that may well occur throughout the year. For example events beyond school's control, issues arising not originally planned for and if approaches are not having the impact anticipated this will reviewed and adapted accordingly. Any amendments or changes in allocations will be noted and included in annual review of the Pupil Premium Statement and Covid Catch Up Statement respectively.



Pupil Premium Pupil Numbers:	Number	Percentage
Total number of pupils	105	51.2%
FSM(including LAC)	37	18.2%
FSM Ever 6	3	1.4%
Service	63	31%
Service Ever 6	7	3.4%

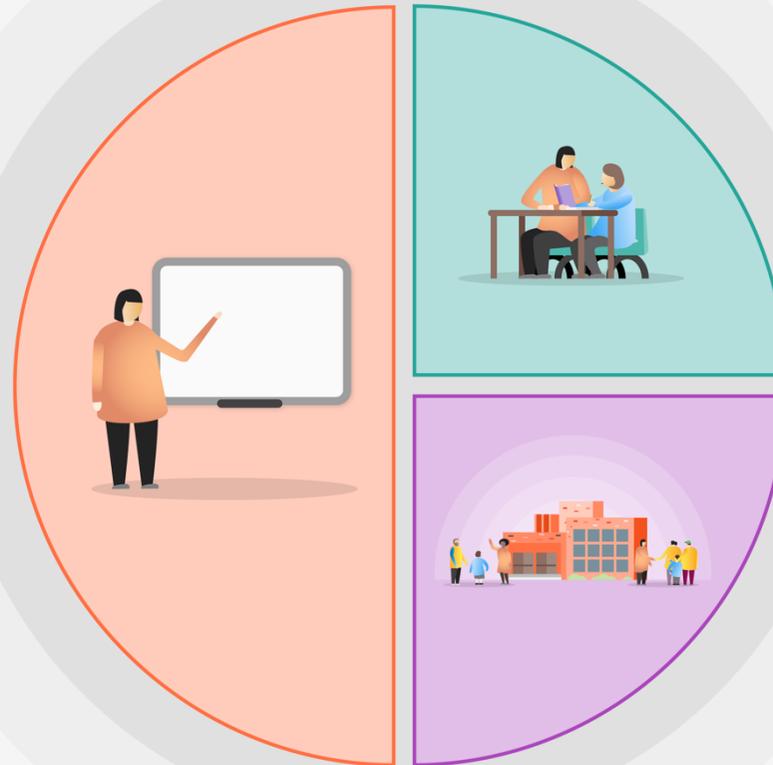
DISADVANTAGED PUPILS	DATA SET FOR 2020-2021
Pupils in school	203
Proportion of disadvantaged pupils	42
*Pupil premium allocation this academic year	£56,490
Academic year or years covered by statement	2020 - 2021
Publish date	April 2021
Review date	April 2022
Statement authorised by Pupil Premium Lead	Alison McHarg
Governor lead	Cllr Carl Les
<i>* Total PP for 20-21 Deprivation £56,490 + Service £20,150 + LAC 1 @ £1000 = £77,640</i>	

Disadvantaged pupil progress scores for last academic year (NB last published data set – 2019)

Measure	Score (5 pupils)
Reading	2.96
Writing	0.51
Maths	0.34

1 Teaching

- High quality first teaching for all.
- Building on principles of great teaching (*explicit instruction, scaffolding, flexible grouping, cognitive and metacognitive strategies – EEF Guidance*)
- A broad and engaging curriculum
- See our approach document (*updated 08.03.21*)
- Core non negotiables for reading, writing and maths – identified and rooted in assessment, taught, gaps eliminated and revisited/reinforced in other subjects.
- High quality assessment essential
- Provide professional development and support for all staff particularly early career teachers.
- Ensure every teacher is highly effective and keeps improving their practice to impact positively on disadvantaged pupils learning, progress and wider success.



2 Targeted academic support

- Assessment analysis to accurately identify those not making progress.
- Interventions must link back into daily class practice.
- Intervention to eradicate gaps in learning/skills.
- Specific interventions to support first foremost wellbeing/mental health/social/physical health/maths/English.

3 Wider strategies

- Eliminate barriers as a result of lock-down lack of routine/worries/social interactions/time to talk.
- Promote good attendance a whole school approach.
- Rebuild stamina to focus on learning and promoting good physical health.
- PSHE and School Approach 'My Personal Best.'
- Syddall Soldiers/Hangout/Clubs

Progress & Achievement of Disadvantaged Pupils

Through the remainder of this academic year our whole school approach will be guided by a tiered approach as recommended by the EEF, a key priority will be our disadvantaged pupils and getting them back on track first and foremost with a significant focus on their all-round wellbeing, mental, physical and social health. We need to establish an accurate picture of their gaps in learning and swiftly address these with the ambition for disadvantaged pupils in all cohorts to be achieving a minimum of the expected standard by the end of 2022.

Pupil Premium Funding Allocation

	Disadvantage (+ LAC) Pupil Premium <i>(approximate costings)</i>	Service Pupil Premium <i>(approximate costings)</i>
Teaching CPD (all staff but focus with NQTs/Early Career Teachers) Resources Assessment Materials/Data Analysis (PIXL and Insight)	£10,000	£2,000
Targeted Academic Support Interventions – wellbeing/mental health focus/active Interventions - core curriculum areas	£27,000	£13,150
Wider Strategies Attendance Activities/opportunities beyond school (Clubs/Hangout) Syddall Soldiers	£20,490	£5,000
Total	£57,490	£20,150

Monitoring and Implementation

Barriers/Challenges	Mitigating action
<p>Impact on wellbeing</p> <p>Worry about pandemic – touched by this even family loss</p> <p>Mental, physical and social health</p> <p>Lack of routine/structure</p> <p>Impact on return and attendance</p> <p>Wider family struggles (financial, confined, social contact)</p>	<p>In school throughout pandemic if vulnerable – door always open</p> <p>School staff keep communication through various means (knocking on doors/phonecalls/remote meetings/pen/paper)</p> <p>When return focus on mental health/being active/social aspects – time to talk team building – class/school community</p> <p>pre-pandemic Food Bank available –this has grown</p> <p>Promote good attendance (HT/DHT – actively follow up)</p> <p>Morning confidential surgery to support families with any struggles/worries – signpost for support</p> <p>Provide Hangout – wrap around care</p> <p>Physical activity focus on return including clubs beyond the school day, these will increase in breadth and quantity in the summer term.</p>
<p>‘Lost Learning’</p> <p>Inconsistent teaching/learning because of pandemic</p> <p>Further lockdowns/bubble closures</p> <p>Access to remote learning</p> <p>Structure and routines lost/different</p> <p>Getting accurate pitch of levels/abilities/gaps</p>	<p>Assessments/judgements made on return in Sep 20, Dec 20 and return in Mar 21, followed by a further check on standards and progress at the end of the summer term 2021.</p> <p>Will support/inform an accurate picture of individual’s gaps/needs/progress.</p> <p>Providing technology to disadvantaged pupils through Government scheme or direct from school.</p> <p>Keeping in touch with pupils/families – appropriate guidance and support given</p>
<p>Mobility</p> <p>Pupil movement within pandemic</p>	<p>Try to follow up and get information from previous school.</p> <p>On return robust identification, tracking and monitoring in place.</p> <p>Under constant review – identify as key marginal if required</p>

Review: last year's aims and outcomes (2018-2019)

Aim	Outcome
For PP pupils from low starting points to make accelerated progress and attain equal to non PP pupils.	Achievement and progress in line and in some cases better than peers.
Pupils develop skills and attributes to enable them to deal with situations, experiences and challenges particularly in relation to behaviour.	Pupils respond to behaviour strategies, recognise they have choices and can often resolve their own issues. They can articulate their feelings, emotions. Pupils developing skills of leadership, organisation, resilience, initiative and communication. Fewer incidents and exclusions.
Parents/carers to have greater involvement in their children's learning, they can readily access support from school.	Parents are more able to support their children at home. Home/school reading record is a form of communication. Parents can access information to support them with their children , eg on the website, information leaflets, parents invited into school to work with children
Issues around mobility are minimal.	Pupils settle quickly, feel safe secure. School track, record, assess and monitor accurately and make appropriate provision. Pastorally pupils benefit from Syddall Soldiers.
PP children's reading/phonics/ spelling/ numeracy skills improves in line with non-pp children	PP children make generally good progress in reading/phonics/spelling/numeracy skills. Any gaps or weaknesses are now swiftly identified and addressed. Children enjoy reading and can talk enthusiastically about books they are enjoying
The attendance of PP children improves	Positive partnerships have been established and consistent systems of following absences up are in place. Attendance is still a concern and this will continue to be a focus.

Accountability/Monitoring

Governance Monitoring the effectiveness of the Pupil Catch-Up Premium Strategy	Governors involved Report in FGB meetings Governor Responsibility – Cllr Carl Les
Evaluation& Review	<i>Note comments from monitoring, any amendments and reasons why? Include what to take forward to following term? Any additional/changes to funding?</i>
Autumn 2020	
Spring 2021	
Summer 2021	