

Cheddar Grove Primary School - Pupil Premium Strategy 2019-21

Adjustment made to the Pupil Premium Strategy in response to the January 2021 lockdown are highlighted in red

Summary Information:

All members of staff, governors and teaching assistants accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within the school environment. We are committed to 'diminishing the gap' between vulnerable pupils and their peers; the pupil premium forms a vital part of this process. This funding helps remove barriers to learning so that all our pupils reach their full potential and enables them to fully engage in our curriculum and school life.

The governors reserve the right to allocate the pupil premium funding to support any pupils or groups of pupils the school has legitimately identified as being socially disadvantaged. Provision will be made through:

- Facilitating pupils' access to education
- Facilitating pupils' access to the curriculum
- Alternative support and intervention within the school

It is the responsibility of the school to explain pupil premium expenditure to parents in the form of an annual statement. This report aims to detail information on how Pupil Premium has been used within school. It will detail the attainment and progress of pupils who are covered by the premium and the intervention that has been supported by the additional funding*.

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| School | Cheddar Grove Primary School | | |
| Financial Year | 2019/2021* | Total PP budget for EYFS / KS1 / KS2 | £119, 705 |
| Total Number of Pupils | 470 | Number of pupils eligible for PP | 89 |
| Date of most recent PP review | March 2018 | Date of next PP review | March 2021 |

*Due to the Covid-19 pandemic government guidance indicates that schools should report the impact of the Pupil Premium fund over an extended period from September 2019- July 2021.

| Attainment Outcomes 2020/2021 | Year 6 Data 2020/2021 | | Year 2 Data 2020/2021 | |
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| | Pupils eligible for PP | Pupils not eligible for PP (National Average) | Pupils eligible for PP | Pupils not eligible for PP (National Average) |
| % pupils achieving expected standard or above in reading, writing & - maths outcomes | | | | |
| % pupils achieving expected standard or above in reading outcomes | | | | |
| % pupils achieving expected standard or above in writing outcomes | | | | |
| % pupils achieving expected standard or above in maths outcomes | | | | |

| Barriers to Future Attainment | | Desired Outcomes/Success Criteria |
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| Internal Barriers | | |
| A | PP children have historically low entry points into Cheddar Grove Primary School (in comparison to non PP) and in general are behind the expected standard. Children need to make accelerated progress in Mathematics, Reading & Writing. These low starting points have also meant that often PP children have major gaps in their understanding of key basic facts/basic skills in the core subjects. These gaps often take a number of years to close | Any gaps that are identified from the previous end of year data analysis are reduced in size (meaning accelerated progress of PP children) Outcomes at the end of KS2 show PP children perform in line or better than national average |
| B | PP children exposure to high level vocabulary and opportunities to deepen understanding are often limited due to home experiences. As a result, speech and language is often a barrier in school to children making progress. | Speech & Language skills are improved so that progress is in line with others within school and nationally. |
| C | A significant proportion of children are falling marginally behind their peers in reading and therefore a gap is highlighted. | PP children's reading level are in line or better than their Non-PP counterparts. |
| External Barriers | | |
| D | Low attendance rates – Absence and persistent absence. Higher for PP children. | Attendance of PP children is in line with those of non-pp children. |
| E | The PP groups at Cheddar Grove Primary School have in some instances had to deal with challenging home circumstances which can have an impact on pupil's emotional wellbeing and mental health. | PP children have access to support which promotes positive wellbeing and mental health and develops their resilience. |
| F | Due to financial constraints, pupils are unable to engage in residential and school trips in order to participate fully in academic work that proceeds and follows. | All PP children are able to attend school trips including residential camps. |
| G | Parents awareness of PP funding and the level of support given in school | Parents are aware of the PP funding and strategies used in school. Parents understand and use home-learning strategies to support learning and improve outcomes |

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| Internal Barrier | <p>PP children have historically low entry points into Cheddar Grove Primary School (in comparison to non PP) and in general are behind the expected standard. Children need to make accelerated progress in Mathematics, Reading & Writing. These low starting points have also meant that often PP children have major gaps in their understanding of key basic facts/basic skills in the core subjects. These gaps often take a number of years to close.</p> <p><i>The roles of PP teaching assistants were adapted during the lockdown period to provide a tailored support package to PP children. This included targeted support in school for PP children and telephone/online support for PP children working remotely.</i></p> | | | | | | |
| <p>The actions below demonstrate how Cheddar Grove Primary School are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.</p> | | | | | | | |
| | Year Group | Desired Outcome | Chosen Action/Approach | Evidence Approach – What is the evidence and rationale for this choice? | Success Criteria – How will you ensure it is implemented? | Monitoring and evaluation – Staff Lead | Review date. |
| A/B/C | Whole School | Every child receives teaching which is good and often outstanding in every classroom every day | All staff have access to high quality CPD where necessary to ensure consistently good or better quality first teaching | <p>EEF Guide to the Pupil Premium. <i>“Using PP funding to improve teaching quality benefits all pupils and has a particularly positive effect on children eligible for the PP”.</i></p> <p><i>“High quality teaching is carefully linked to teachers’ pedagogical and subject knowledge. All teachers need regular CPD</i></p> | <p>Staff will receive training on CPD strands which are a whole school priority as well as personalised CPD routes</p> <p>Whole School Priorities</p> <p>Mathematics – White Rose Scheme of Work</p> <p>Teaching of phonics</p> <p>Progress in Spellings</p> <p>Teaching & Assessment of Reading</p> <p>Writing model – KS1 & KS2</p> <p>New W-MAT Assessment systems & protocols</p> | <p>SLT/ Reading/Writing/ Mathematics leads</p> <p>External evaluation from WMAT SIP team.</p> | Termly – DHT/HT |

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| | | | | <i>relevant to the their needs"</i> | Remote Learning – How to plan, deliver and assess learning opportunities via a remote learning platform. | | |
| A/B/C | Whole School | All teachers understand the new WMAT assessment procedures for Reading, Writing, Mathematics | (EYFS) Interactive Learning Diary (Y1-Y6) Insight assessment tracking system | EEF – <i>"teaching & support by accurately assessing pupils' needs. High quality assessment and diagnosis should be used to target and adapt teaching to pupils' needs..."</i> | Teachers use assessment effectively to identify gaps in children's learning. Effective use of assessment ensures that PP children at least maintain their rate of progress or better (accelerated progress) | Assessment Lead/ PP Lead | Terms 2/4/6 |
| A/B/C | Whole School | MAP and HAP PP children's progress are tracked across the school ensuring disadvantaged pupils maintain at least the standard of attainment they achieved at the end of EYFS/ Y2; those who have 'fallen behind' make accelerated progress towards attainment standards. | All staff has access to assessment reports which highlight PP children's progress from the EYFS/Y2 starting points. | EEF Guidance – <i>PP children are not a homogeneous group.</i> <i>Tackling disadvantage is not only about supporting low attainers</i> <i>MAP/HAP PP children often do not make the progress of their Non-PP counterparts from</i> | -Staff Understand how to use the ILD (EYFS) & Insight (Y1-6) to track children's attainment & progress. - Staff use the assessment information to ensure PP children are making appropriate progress | SLT/ Assessment Lead/ PP Lead | Terms 2/4/6 |

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| | | | | <i>a similar starting position</i> | | | |
| A | Whole School | Disadvantages pupils have access to the same level of remote learning as their non PP counterparts. | All PP children have access to remote learning. | EEF – Remote Learning Review: School/Year Group closures are likely to have a significant impact of the learning of disadvantaged pupils. | -PP children not having access to remote learning identified. -PP children provided with access to laptops and internet access -PP children’s parents/guardians provided with technical support -PP children engagement in remote learning at least as good as Non-PP children | DHT/ Learning Mentor | Termly – DHT |
| A | Years 1-6 | PP Children make accelerated progress in spelling. | Precisions Teaching - Spellings | EEF Tool Kit – Individualised Instruction (+3 months) | Educational Psychologist reviews teachers and teaching assistant’s pedagogy in using precision teaching. Precision teaching has a measurable impact with children rapidly moving towards or beyond their age related expectations. | PP Lead/SENDCo | Terms 1-6 |
| A | Year 3 & 4 | PP children make accelerated progress in Mathematics based on their gaps in learning analysis. | First Class for Number – Math intervention | EEF Tool Kit – Small Group Tuition (+4 months) | PP children make accelerated progress against within the White Rose assessments. | PP Lead /Mathematics Lead | Terms 2/4/6 |

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| | | | | | PP children's demonstrate above average increases in their mathematical age. | | |
| A | Year 6 | PP children make accelerate progress against their gaps in learning assessments. | Booster Teaching Groups Mathematics, Reading, Writing & GPS | EEF Tool Kit (+8 months) <i>Feedback redirects or refocuses either the teacher's or the learner's actions to achieve a goal, by aligning effort and activity with an outcome.</i> | PP children make accelerate progress towards their end of Key Stage target. This is demonstrated through teacher assessment and increases in raw scores. | SLT/ Y5/6 Phase Leader/Year 6 External moderation from BCC & WMAT SIP team | Terms 2/4/6 |
| A | Year 6 | Through having access to revision material disadvantaged pupils maintain at least the standard of attainment they achieved at the end of EYFS/ Y2; those who have 'fallen behind' make accelerated progress towards attainment standards | Access to Revision materials Revision material supports booster teaching | EEF Tool Kit (+3 months) Individualised instruction | PP children use revision material under the guidance of the booster teaching interventions. | SLT/ Y5/6 Phase Leader/Year 6 | Terms 2/4/6 |
| | | | | | | | Total Cost £51,000 |
| PP children exposure to high level vocabulary and opportunities to deepen understanding are often limited due to home experiences. As a result, speech and language is often a barrier in school to children making progress. | | | | | | | |
| B | Targeted PP children | Identified PP children make rapid progress toward their individualised speech and language targets. | Speech & Language therapist – 1:1 and small group support | EEF Teaching Toolkit Oral Language Interventions (+5 months) | Speech & Language therapists reports indicate that targeted PP children are making accelerated progress | SLT/SENDCo/ EYFS lead | Terms 1-6 |

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| | | | | | towards their age related targets, | | |
| B | Targeted PP children | Identified PP children make rapid progress toward their individualised speech and language targets. | Speech & Language Intervention – Talk Boost | EEF Teaching Toolkit Oral Language Interventions (+5 months) | Talk Boost assessment demonstrates progress against entry assessment. | SLT/SENDCo/ EYFS lead | Terms 1-6 |
| | | | | | | | Total Cost £6000 |
| <p>A significant proportion of children are falling marginally behind their peers in reading and therefore a gap is highlighted.</p> <p>PP children provided with access to physical and online reading resources during the lockdown period. LSA roles were adapted to provide focused reading support in school and via the telephone or via video calls using Microsoft Teams.</p> | | | | | | | |
| C | EYFS – Year 1 | Identified PP children make accelerated progress in early reading | A-Z Reading Intervention | EEF Teaching Toolkit Early Interventions (+5 months) | Children make accelerated progress towards their age related reading targets | PP Lead/ Reading Lead | Terms 1-6 |
| A/C | Year 1-6 | Identified PP children make accelerated progress in reading | Better Reading Partners (BRP) | EEF Teaching Toolkit Reading comprehension strategies (+6 months) | Children make accelerated progress towards their age related reading targets. | PP Lead/ Reading Lead | Terms 2/4/6 |
| A/C | Year 5-6 | Identified PP children make accelerated progress in the inference reading strand. | Inference Intervention | EEF Teaching Toolkit Reading comprehension strategies (+6 months) | Target PP children make accelerated progress against entry assessments. | PP Lead/ Reading Lead | Terms 2/4/6 |

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| A/C | Year 1-3 | Identified PP children make accelerated progress with phonic. | Phonics Intervention PP children were provided with additional phonic sessions in school and at home via Microsoft Teams/Seesaw | EEF Tool Kit (+4 months) | Internal assessment demonstrates children are making accelerated progress Children pass the phonic screen check | Reading Lead/ PP Lead/ Class Teachers | Terms 2/4/6 |
| | | | | | | | Total Cost £26,000 |

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| Barrier | <p>Low attendance rates – Absence and persistent absence. Higher for PP children.</p> <p>Learning Mentor & DHT monitored the attendance and engagement rates of PP children during the lockdown period. Any children who are not engaging with remote learning were called into school where their teacher can monitor their learning directly.</p> <p>All PP children are contacted by the school at least once a week and on average three times every two weeks. PP children also received contact from their teacher daily via Seesaw.</p> <p>New protocols quickly identify any children who are not engaging with their remote learning. Five LSA were assigned to the PP group providing academic and emotional coaching.</p> | | | | | | |
| | The following strategies are being used to ensure PP children have access to interventions/resources which increase their emotional wellbeing and mental health. | | | | | | |
| | Year Group | Desired Outcome | Chosen Action/Approach | Evidence Approach – What is the evidence and rationale for this choice? | Success Criteria – How will you ensure it is implemented? | Monitoring and evaluation – Staff Lead | Review date. |
| D | Whole School | Attendance and punctuality for PP pupils is 96% The school target of 96% | 1st day calling (2 x admin staff each day) | <i>DfE report: link between attendance and attainment at KS2 and KS4 - March 2016 ...in general,</i> | Attendance will increase and persistence absence will decrease to the school target of 96% | SLT/ PP Lead/ Learning Mentor | Terms 1-6 |

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| | | | <p>Admin team to have daily communication with parents.</p> <p>Learning Mentor to monitor attendance for PP pupils.</p> <p>Learning Mentor to deal with holiday applications for PP pupils.</p> <p>Learning Mentor to meet for EWO Support each half-term to discuss pupils and families.</p> <p>Learning Mentor to issue attendance awards each term for PP children.</p> <p>DHT to produce half-termly attendance data to support targets and improvement for PP pupils.</p> | <p><i>the higher the overall absence rate across the KS, the lower the likely level of attainment at the end of KS2.</i></p> <p><i>The accompanying text says: ... pupils with no absence are 1.3 times more likely to achieve EXS or above, and 3.1 times more likely to achieve level EXS or above, than pupils that missed 10- 15 per cent of all sessions</i></p> | <p>Improvement in PP data.</p> <p>Reduction in persistent absence.</p> | | |
| | | | | | | | <p>Total Cost £28,000</p> |

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| Barrier | PP children at Cheddar Grove Primary School have in some instances had to deal with challenging home circumstances which can have an impact on pupil's emotional wellbeing and mental health. | | | | | | |
| | The following strategies are being used to ensure PP children have access to interventions/resources which increase their emotional wellbeing and mental health. | | | | | | |
| | Year Group | Desired Outcome | Chosen Action/Approach | Evidence Approach – What is the evidence and rationale for this choice? | Success Criteria – How will you ensure it is implemented? | Monitoring and evaluation – Staff Lead | Review date. |
| E | Targeted PP children Y1-Y6 | Children will have a better understanding of their emotions and how to live a healthy and happy life style. | <p>promoting resilience and positive mental health</p> <p>Teaching Assistants 'meet and greet' vulnerable pupils at start of the day and at key transition points during the day.</p> <p>Online assemblies focus on children emotional wellbeing.</p> <p>PP children participate in whole school wellbeing projects both in school and online.</p> | <p>Evidence suggests that allowing pupils to 'off-load' at the start of the day provides a stable starting point for learning, and progress can be sustained.</p> <p>The school has identified that transition points (e.g. start of the day/post lunch) can often be difficult for PP children and have an impact on learning.</p> | <p>Targeted PP children have:</p> <p>-Positive learning dispositions – link to behaviour policy & monitoring</p> | SLT/ PP Lead/ Learning Mentor | Terms 1-6 |

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| Barrier | <p><i>Due to financial constraints, pupils are unable to engage in residential and school trips in order to participate fully in academic work that proceeds and follows.</i></p> <p><i>PP children provided with food packages and vouchers</i></p> <p><i>Learning Mentor redistributed donations from charities and organisations to targeted PP children. This included beds, clothes, additional food and school resources.</i></p> <p><i>PP children provided with loans of laptops, iPads and access to WIFI (via the government and telecommunication scheme)</i></p> | | | | | | |
| | The following strategies will be used to ensure PP children are able to access work that proceeds and follows school trips or residential visits. | | | | | | |
| | Year Group | Desired Outcome | Chosen Action/Approach | Evidence Approach – What is the evidence and rationale for this choice? | Success Criteria – How will you ensure it is implemented? | Monitoring and evaluation – Staff Lead | Review date. |
| F | EYFS- Y6 | Pupils have a breadth of experiences that enable them to contextualise their learning As a result of enrichment activities disadvantaged pupils’ motivation and thus progress is at least in line with national & a proportion above. | Enrichment & wider curriculum visits, including residential Access to afterschool clubs/ enrichment activities (Linked to Sports Premium) | EEF toolkit – enrichment in the form of; sports, arts, outdoor adventure learning are shown to have +2 or +4 months impact | Termly data assessments for reading, writing and maths. Additional assessments by provider/ leader in other areas of development | SLT/ PP Lead/ SENDCo / PE Lead | Terms 1-6 |
| F | Whole School | Identified disadvantage children are given access to breakfast club resulting in | Identified PP children invited to attend breakfast club. If necessary, | Evaluation of Breakfast Clubs in Schools with High | Improvements in target PP children’s: -Behaviour | SLT/ PP Lead | Terms 1-6 |

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| | | improvements in behaviour, concentration and punctuality. | the school will partially or fully fund breakfast. | Levels of Deprivation DfE Research Report March 2017 | -Concentration -Punctuality - Attainment/Progress | | |
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| Barrier | Parents awareness of PP funding and the level of support given in school PP parents/carers were contacted to ensure they were aware of the strategies and support mechanisms that the school offered to support PP Children. A member of the office team provided parents who had suffered financial losses during the pandemic with advice about how to access the PP grant. | | | | | | |
| | The following strategies will be used to ensure parents are aware and engaged in PP funding and support mechanisms. | | | | | | |
| | Year Group | Desired Outcome | Chosen Action/Approach | Evidence Approach – What is the evidence and rationale for this choice? | Success Criteria – How will you ensure it is implemented? | Monitoring and evaluation – Staff Lead | Review date. |
| G | Whole School | To develop an open door policy with PP parents. A greater number of FS2 and KS1 parents will complete the forms necessary to enable PP funding. Pupils’ who are eligible, will receive PP funding as soon as possible. | PP champion allocated within school and identified with parents. On-going letters and handouts for parents explain the curriculum and learning opportunities for their children. On-going letters and handouts for parents | EEF – Parental engagement +3 month impact Evidence suggests that engaging parents of younger children is easier than older children. | Parents will become more aware of children’s levels within school. Parents will play a bigger part on the school life and education of their children. Parents will be more accountable for adding to their child’s education and be more | SLT/ PP Lead | Term 2/4/6 |

