

Pupil premium strategy / self-evaluation (primary)

| 1. Summary information | | | | | |
|------------------------|--------------------|----------------------------------|---------|--|---------|
| School | MESSINGHAM PRIMARY | | | | |
| Academic Year | 2020-21 | Total PP budget | £30,082 | Date of most recent PP Review | 9.9.19 |
| Total number of pupils | 254 | Number of pupils eligible for PP | 18 | Date for next internal review of this strategy | 1.12.21 |

| 2. Current attainment | | |
|---|---|--|
| | <i>Pupils eligible for PP (your school)</i> | <i>Pupils not eligible for PP (national average)</i> |
| % achieving expected standard or above in reading, writing & maths | 50% | |
| % making expected progress in reading (as measured in the school) | 95% | |
| % making expected progress in writing (as measured in the school) | 100% | |
| % making expected progress in mathematics (as measured in the school) | 100% | |

| 3. Barriers to future attainment (for pupils eligible for PP) | |
|---|---|
| Academic barriers (<i>issues to be addressed in school, such as poor oral language skills</i>) | |
| A. | Inhibited communication skills and a vocabulary deficit, leading to general underachievement in all subjects, but especially Reading and Writing. |
| B. | Reduced quality of presentation, especially in written learning outcomes. |
| C. | 28% are on the SEN register for MLD |
| Additional barriers (<i>including issues which also require action outside school, such as low attendance rates</i>) | |
| D. | Low self-esteem; lack of resilience; behaviour – emotional reactions |

| 4. Intended outcomes (<i>specific outcomes and how they will be measured</i>) | | Success criteria |
|---|---|--|
| A. | 100% make expected progress in reading | 100% make expected progress in reading |
| B. | Respond to disappointment and upset in an appropriate way | Behaviour log – no incidents logged |
| C. | | |
| D. | | |

5. Review of expenditure

| Previous Academic Year | | | | |
|--|---|--|--|--------|
| 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 |
| More 'Disadvantaged' and 'Other' pupils to meet EOYS in R, W and M combined across the school. <i>(O Track attainment and progress figures)</i> | 85%+ of 'Disadvantaged' and Other pupils throughout the school, without SEN | Increase in number of pupils across school meeting targets in R,W and M | Quality of teaching across school is good and this is to be maintained | £7000 |
| All underachieving pupils (especially PP pupils) quickly and accurately identified so that their needs can be clarified and addressed – includes nurture and behaviour, as well as academic. <i>(Complete list of pupils identified by standardised scores and teacher assessment. SLT to know who these pupils are so they can check their progress during monitoring activities - progress shared with SLT at pupil progress meetings)</i> | SLT know who UAP are as identified by teachers; interventions in place resulting in accelerated progress each term. | The vast majority of pupils met their target. Nurture support and playground support is effective at ensuring pupils are emotionally able to access learning | Continue to have focus pupils | £33000 |
| Increased in-school reading for targeted pupils, fostering a love of reading and a greater likelihood of reading at home, either | Rapid progress for the targeted pupils over the year. | All pupils now read every day in school. Progress improved since 2018 | This worked effectively following purchase of Accelerated Reader – to continue | |
| All pupils who wish to attend extra-curricular clubs are able to, and those who are less keen | Every pupil in the school takes part in at least one extra- | All pupils from Y1-6 offered opportunity. Clubs had to be cancelled due to low take up | Pupils take part in lots of clubs out of school | £1000 |
| When pupils miss maths and English lessons because of absence, they get additional | % of pupils meeting EOYS in line with "other" pupils | Increase in number of pupils across school meeting targets in R,W and M | It made a difference for pupils who had low attendance | |

6. Planned expenditure

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|----------------------|------------------------|
| Academic year | 2019-20 £30,082 |
|----------------------|------------------------|

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

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? |
|---|--|--|--|-------------------|---|
| Use of accelerated Reader | All pupils meeting their reading target | Daily reading and follow up quizzes show pupils are reading more fluently | Use of the reports generated | EM | Annually £2700 |
| Presentation in books and accuracy with punctuation | Increase in number of pupils meeting writing std | Too many pupils not meeting std due to poor letter formation and misused punctuation | Monitoring of books | SLT | Annually £0 |
| Total budgeted cost | | | | | £2700 |

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? |
|--------------------------------------|--|--|--|-------------------|---|
| Nuture support available – DC and KF | All pupils can concentrate on learning | Pupils learn most when they are emotionally able to take part in lessons without being distracted by feeling angry or upset or worried | Behaviour log monitored - CPOMS | LC | Annually CPOMs - £800 TAS - £24400 |
| Lunchtime support group - NF | Pupils can take an active part in lunchtime without hurting others | Lesson time isn't taken up with resolving friendship issues or administering First Aid | Behaviour log monitored - CPOMS | LC | TA - £2400 |
| Total budgeted cost | | | | | £27600 |

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? |
|---------------|-------------------------|--|--|-------------------|---|
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Total budgeted cost

7. Additional detail

Accelerated Reader and CPOMS are online services which have been trialled in school during 2019 and found to have a good impact both on pupil progress and monitoring pupils, so we can identify individual needs earlier.