

# Pupil Premium Strategy Statement – 2020-21



1. Summary information					
<b>School</b>	Nene Valley Primary School				
<b>Academic Year</b>	2020-21	<b>Total PP budget</b>	£22,175	<b>Date of most recent PP Review</b>	09.2020
<b>Total number of pupils</b>	313	<b>Number of pupils eligible for PP</b>	15*	<b>Date for next internal review of this strategy</b>	09.2021

\* This includes the number of children who are LAC/POSTLAC (currently 2).

2. End of KS2 attainment and progress (outcomes based on 2020 spring assessments as there were no SATs due to COVID-19)			
Total pupils = 45 PP = 2 (i.e. each child = 50%)	<i>Pupils eligible for PP at NVPS</i>	<i>Pupils not eligible for PP at NVPS</i>	<i>All Pupils (national)</i>
<b>% achieving ARE in reading, writing &amp; maths combined (2019)</b>	<b>100%</b>	<b>81%</b>	<b>71%</b>
<b>% achieving ARE in reading (2019)</b>	<b>100%</b>	<b>87%</b>	<b>78%</b>
<b>% achieving ARE in writing (2019)</b>	<b>100%</b>	<b>86%</b>	<b>83%</b>
<b>% achieving ARE in maths (2019)</b>	<b>100%</b>	<b>82%</b>	<b>84%</b>
<p><b>Reading</b> Both children progressed from WTS at the end of KS1 to EXS+ in spring of Y6 KS2.</p> <p><b>Writing</b> 1 child progressed from WTS at the end of KS1 to EXS+ in spring of Y6 KS2, 1 child progressed from EXS+ at the end of KS1 to EXS+ in spring of Y6 KS2.</p> <p><b>Mathematics</b> 1 child progressed from WTS at the end of KS1 to EXS+ in spring of Y6 KS2, 1 child progressed from EXS+ at the end of KS1 to EXS+ in spring of Y6 KS2.</p>			
3. Barriers to future attainment (for pupils eligible for PP)			
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )			
<b>A.</b>	Emotional resilience is much reduced for a small number of disadvantaged children, potentially hindering progress and attainment.		
<b>B.</b>	Phonic skills are lower for some PP children moving through KS2 and this may affect their access to the curriculum and development		
<b>C.</b>	Increasing number of disadvantaged children with low attainment are also EAL and/or MENA.		
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )			
<b>D.</b>	Attendance for individuals. (2019-20): PP children (93%), all pupils 98%.		

4. Desired outcomes ( <i>Desired outcomes and how they will be measured</i> )		Success criteria
A.	Increased confidence for those children struggling with social relationships and greater readiness for learning.	Teachers report increased readiness to learn and confidence in both attitudes to learning and resolving
B.	Identified pupils are demonstrating good phonic knowledge and are able to apply their skills effectively.	Continued success in Y1 and Y2 phonic check as well as clear retention of phonemes and use within reading.
C.	EAL/MENA children are effectively inducted into school, have access to appropriate resources to support their learning and demonstrate confidence within lessons and on the playground.	Where children with EAL have joined, they talk about their induction and buddies and make rapid progress with their development in English.
D.	Continued improvement in attendance so attendance rates remain comparable with those for non-disadvantaged children.	Gap in attendance figures remains very low or better. No disadvantaged children are persistent absentees.

Record of pupil premium spending by item/project 2020-21			
Item/Project	Cost	Objectives	Outcomes
Speech & Language, including language development for EAL children and targeted support for MENA.	£1000	Progress against individual programmes provided by SaLT service and in-house programmes. Development of vocabulary for EAL.	
Reading Buddies/1:1 reading/Better Reading Partnership	£2000	Training for volunteers. 1:1 reading session for ½ hour per week. Greater confidence and progress in reading. 1:1 sessions provided by class teachers and TAs. 1:1 reading intervention – Better Reading Partnership.	
TA intervention	£2500	Non-class based TA support for assessment, identification of needs, delivery of 1:1 teaching programmes and interventions (e.g. Phonographix).	

		School better positioned for early identification of needs and delivering appropriately targeted responses for 1:1 work. Nurture group enables greater emotional resilience.	
Sensory Circuits sessions provided each morning to target children needing a structured and settled approach to school as well as identified OT recommended support.  <b>Only possible if COVID-19 A compliant.</b>	£1900	Targeted intervention for children struggling with the start of the school day – attention and other sensory needs. Improved focus on learning and less disruptive. Also, responding to specific Occupational Therapy advice	
AfA structured conversations	£900	Release time for implementation of Achievement for All structured conversations. Better parent/teacher/pupil partnership.	
Precision Teaching	£2125	1:1 sessions – daily core skills – spelling, key words, phonics, number bonds/facts etc.	
Breakfast Club	£570	Improved punctuality and attendance.	
1 <sup>st</sup> Class@Writing (Pirate intervention). Y3/4.	£2000	Focused support to develop writing skills. Varied, depending on age, but linked to writing assessment criteria.	
1:1 Mathematics, including arithmetic	£500	Secure basic number skills and number facts.	
1:1 Phonics	£2000	Consolidation of early phonics skills – achieve phonic check and apply skills learnt in reading.	

1:1 Behaviour	£875	Pro-active support. Makes the right choices and manages emotions effectively.	
Talk Boost	£1400	Development of early language skills to enable access to the curriculum – Talk Boost intervention programme.	
Guided Group Work – Mathematics and pre-teaching	£1500	1:1 pre-teaching, followed by in-class groups support. Improved mindset – greater confidence in accessing mathematics within class sessions.	
Guided Reading support	£2000	Teacher/TA support across the phases to ensure development in reading against curriculum assessment criteria.	
All disadvantaged children are provided with online licences for home use of education software to support their learning.	£250	Education City is being used to support homework and practice for SATs as monitored by staff.	
<b>TOTAL</b>	<b>£21, 470</b>		
Total amount of PPG received	£22, 175		
Total amount of PPG spent	£21, 470		
Pupil premium grant remaining.	£705		