

Pupil premium strategy statement (Primary)

School overview

Metric	Data
School name	Skelton Primary School
Pupils in school	93
Proportion of disadvantaged pupils	19%
Pupil premium allocation this academic year	£16,239
Academic year or years covered by statement	2020-2021
Publish date	December 2020
Review date	October 2021
Statement authorised by	Hannah Smithson
Pupil premium lead	Hannah Smithson
Governor lead	Elaine Boyes

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	Average Scale Score 104.5, Progress +4
Writing	SPaG Average Scale Score 107.5, Progress +2 Writing Average Scale Score 103, Progress +2
Maths	Average Scale Score 104.5, Progress +1

Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard at KS2	Reading 100%, Writing 100%, Maths 100%
Achieving high standard at KS2	Reading 0%, Writing 0%, Maths 0% SPaG 50%

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	Ensure that Read Write Inc. is embedded and staff are trained to deliver high quality, consistent phonic sessions.
Priority 2	Use of Pastoral Lead to monitor attendance and complete Mental Health (Youth) training.
Priority 3	Additional teaching assistant to support young, vulnerable pupils.
Priority 4	Link with Nature Friendly Schools for funding and training for Forest School.
Barriers to learning these priorities address	If Bubbles are closed. Remote learning in place but still not as effective as quality first teaching every day.
Projected spending	£10,000

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	To close the gap between PP pupils and non PP pupils	Sept 21
Progress in Writing	To close the gap between PP pupils and non PP pupils	Sept 21
Progress in Mathematics	To close the gap between PP pupils and non PP pupils	Sept 21
Phonics	Achieve National expectation in Year 1 & 2 phonics Summer 2021.	Sept 21
Other	Support the mental wellbeing of disadvantaged pupils. (96%)	Sept 21

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of Y1

Targeted academic support for current academic year

Measure	Activity
Priority 1: Reading and Phonics	Ensure all relevant staff (including new staff) have received training to deliver the phonics scheme effectively. High quality texts purchased (individual and whole class) to stimulate interest and accelerated reader used in KS2.
Priority 2: Writing	Delivery of high quality interventions in KS2 Quality first teaching in a reduced class size. School using 'Jane Considine' writing.
Priority 3: Maths	Consistent approach across using White Rose – a clear balance of fluency, reasoning and problem solving. Teacher to carry out Y3 Maths interventions
Barriers to learning these priorities address	If Bubbles are closed. Remote learning in place but still not as effective as quality first teaching every day.
Projected spending	£5,000

Wider strategies for current academic year

Measure	Activity
Priority 1	Social and Emotional Well-being: Mental Health Lead to complete training and support children Pastoral Lead plan support and targeted interventions for our vulnerable children and families.
Barriers to learning these priorities address	If Bubbles are closed. Remote learning in place but supporting children with Social and Emotional Well-being becomes harder.
Projected spending	£1,239

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	All staff monitor their PP children's progress Pupil progress meetings after each assessment cycle RAPS completed in phases	Use of Staff training time. Work in phases. SLT support.
Targeted support	Interventions planned. Staff CPD Subject Leader time to measure impact	Teachers to deliver interventions. High quality interventions used and all relevant staff trained. Pre and post assessments.
Wider strategies	Engaging the families facing most challenges. Regular meetings	Regular meetings with parents.

Review: Last year's aims and outcomes

<u>Aim</u>	<u>Outcomes</u>
Reading – to reduce the gap between pupil premium and non-pupil premium children.	PP EXP standard in reading: 100% Non PP EXP standard in reading: 62%
Writing – to reduce the gap between pupil premium and non-pupil premium children.	PP EXP standard in writing: 100% Non PP EXP standard in writing: 77%
Maths – to reduce the gap between pupil premium and non-pupil premium children.	PP EXP standard in maths: 100% Non PP EXP standard in maths: 77%