

# Pupil Premium Strategy Statement

Vane Road Primary School September 2020

## School overview

Metric	Data
School name	Vane Road Primary School
Pupils in school	410
Proportion of disadvantaged pupils	113 pupils (27%)
Pupil premium allocation this academic year	£150,355
Academic year or years covered by statement	2020 - 2021
Publish date	September 2020
Review date	January 2021
Statement authorised by	Kieran Pavey
Pupil premium lead	Gemma Sim
Governor lead	Kevin Draisey

## Disadvantaged pupil performance for last academic year

Measure	KS2 Score
Reading	0.39
Writing	1.15
Maths	0.91

Measure KS1	Reading	Writing	Maths
Meeting expected standard at KS1	63%	56%	31%
Achieving Higher Standard at KS1	0%	0%	0%

## Strategy aims for disadvantaged pupils

Measure	Activity
<p><b>Priority One</b></p> <p>Increase the proportion of disadvantaged children working at a Higher Standard across RWM.</p>	<p>Regular staff training delivered to all staff – quality first teach. Ensure staff are following school's recovery curriculum to identify gaps in learning following school closure due to Covid 19. Thus ensuring gaps are closed and children are ready to learn.</p> <p>All staff are trained in delivering quality remote learning as set out by EEF in case of bubble closures.</p> <p>Ensure all staff (including new staff) are trained in delivering the mastery approach to maths and white rose scheme of work.</p> <p>Implement careful triple tracking system to target children who are working at GDS in two subjects but not in the other.</p> <p>Early Identification of PP children who left KS1 with EXS in RWM but have the potential to be GDS in RWM by the end of KS2. Targeted support groups put in place to ensure these children have the opportunity to excel.</p> <p>TLR leads are given regular management time to track progress and deliver training to class teachers.</p>
<p><b>Priority Two</b></p> <p>To improve the reading standard of disadvantaged children.</p>	<p>Ensure all staff are trained in delivering the new phonic and early reading scheme.</p> <p>Ensure all staff are committed to delivering the new phonics approach and the use high quality resources – to ensure disadvantaged children meet the expected standard in reading by the end of year 1.</p> <p>Introduction of Bug club in KS1 and MyOn reading in KS2 to ensure children always have access to quality reading materials.</p> <p>English lead to audit reading materials and ensure quality class texts across school.</p> <p>High quality school library central point in school to ensure children can choose own books to read for pleasure.</p>

<b>Priority Three</b> To ensure the attendance of disadvantaged children is not a barrier to success.	Appointment of school EWO to ensure the attendance of disadvantaged children is at least in line with NA.
<b>Barriers</b>	Ensure staff follow the agreed research driven materials effectively to ensure progress.  Poor attendance is a barrier to keeping up with the planned curriculum.  A potential further lockdown.
<b>Projected spending</b>	£75,000

### Teaching priorities for current academic year

<b>Aim</b>	<b>KS1 Data Target</b>	<b>KS2 Data Target</b>	<b>Target date</b>
Progress in Reading	15% of disadvantaged children to achieve GDS	10% of disadvantaged children to achieve higher standard.	July 2021
Progress in Writing	15% of disadvantaged children to achieve GDS	10% of disadvantaged children to achieve higher standard.	July 2021
Progress in Mathematics	70% of disadvantaged children to achieve EXS in Maths.	10% of disadvantaged children to achieve higher standard.	July 2021
Phonics	To achieve at least NA in the Year 2 PSC.  To diminish the difference between disadvantaged and non-disadvantaged to less than 9% in Year 1 PSC.		November 2020  June 2021

Other	To improve the attendance of disadvantaged pupils to at least NA.		July 2021
-------	---	--	-----------

### Targeted academic support for current academic year

Measure	Activity
<b>Priority 1</b>	Ensure all staff are trained and confident in delivering phonics teaching and the teaching of reading. Embed the use of MyOn across KS2 and Bug Club across KS1. Target higher achieving readers using Star Reader Test and ensure access to a range of quality texts to ensure children are reading a range of literature. Workshops to support families in using new reading schemes at home.
<b>Priority 2</b>	HLTAs and TAs deployed effectively based on need and deliver effective small group support to ensure disadvantaged children achieve HS.
<b>Priority 3</b>	Early identification of children at risk of falling behind and small group interventions put in place. To be reviewed half termly.
<b>Priority 4</b>	Training for all staff on effective remote learning based on research findings from EEF and recent OFSTED guidance.
<b>Barriers to learning these priorities address</b>	All children having access to IT devices in the result of school/bubble closure. Staff being committed to following phonics and early reading approaches Ensuring staff organise timings to prioritise interventions. Possible national Lockdown.
<b>Projected spending</b>	£36,000

### Wider school strategies

Measure	Activity
<b>Priority 1</b>	All staff are trained and equipped with the mental health toolkit form the School's Wellbeing Partnership to help staff prepare children for the recovery from the covid-19 pandemic. <a href="https://www.ncb.org.uk/resources-publications/mental-health-and-wellbeing-primary-schools-preparing-recovery">https://www.ncb.org.uk/resources-publications/mental-health-and-wellbeing-primary-schools-preparing-recovery</a>

	<p>School counsellor continues to be a key member of our school community in supporting families. GS to continue to oversee referrals to school counsellor.</p> <p>Staff trained in attachment disorder which is particularly key due to Covid-19. <a href="https://www.bathspa.ac.uk/media/bathspaacuk/education-research/digital-literacy/education-resource-introduction-to-attachment.pdf">https://www.bathspa.ac.uk/media/bathspaacuk/education-research/digital-literacy/education-resource-introduction-to-attachment.pdf</a></p>
<b>Priority 2</b>	Appointment of member of EWO to support good attendance of PP children so that it does not become a barrier to learning.
<b>Priority 3</b>	Ensuring children come to school ready to learn and can experience the full curriculum.
<b>Barriers to learning these priorities address</b>	<p>Children come to school with a healthy mind and are ready to learn.</p> <p>Improving attendance for disadvantaged children.</p>
<b>Projected spending</b>	£36,000

## Monitoring and implementation

<b>Area</b>	<b>Challenge</b>	<b>Mitigating action</b>
<b>Teaching</b>	<p>Ensuring all staff receive time to access CPD.</p> <p>Ensuring staff are committed to apply the training given within the classroom.</p>	<p>Use of INSET days and SLT to lead cover arrangements.</p> <p>Monitoring by TLR leads and SLT.</p>
<b>Targeted support</b>	<p>Ensuring staff feel confident in delivering remote learning</p> <p>Ensuring all disadvantaged children have access to remote learning.</p>	<p>Virtual training on newly purchased webcams. Re-fresh training on Teams and Dojo.</p> <p>Staff training on EEF guidance for remote learning.</p> <p>GS to arrange home loan agreements and oversee the engagement of disadvantaged children in remote learning.</p> <p>Weekly monitoring of engagement in remote learning.</p>
<b>Wider strategies</b>	Engaging families who need support.	<p>Creating solid home/school partnerships despite covid-19.</p> <p>Working alongside a range of</p>

	Attendance of disadvantaged children.	outside agencies to ensure families get the support they need.
--	---------------------------------------	--

**Review to completed at the end of the year**

<b>Aim</b>	<b>Outcome</b>
<b>Progress in reading</b>	
<b>Progress in writing</b>	
<b>Progress in maths</b>	
<b>Phonics</b>	

**Review wider impact (at the end of the year)**

**Review of current challenges (at the end of the year)**