

# Pupil Premium Strategy Statement



## School overview

Metric	Data
School name	Mytchett Primary and Nursery Academy
Pupils in school	206
Proportion of disadvantaged pupils	11.2%
Pupil premium allocation this academic year	£30,935
Academic year or years covered by statement	2020-21
Publish date	November 2020
Review date	July 2021
Statement authorised by	Headteacher and Governors
Pupil premium lead	Emma Stacey INCLUSION
Governor lead	Katie Wilson

## Disadvantaged pupil progress scores for academic year Based on Spring data 2020

Measure	score
Reading	-1.2
Writing	-0.7
Maths	-1.3

## Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	53%
Achieving high standard at KS2	20%
Priority	Activity
<b>Identify Gaps in learning and implement catch up for all children</b> Focus on specific groups: Boys writing, progress of PP children. Improve rate of Reading progress  <b>Writing:</b> Reduce gaps in writing-spelling, grammar and punctuation. Improve number of cohort achieving ARE from 30-45% of each cohort to 60%	<ul style="list-style-type: none"> <li>Use of the Recovery Curriculum to identify the gaps in learning. Identify the effective use of Catch up funding along with Pupil Premium Grant to support children and close the gaps in learning across the school. See Catch-up Premium Plan</li> <li>Yr1 targeted support for children who would not have met GLD</li> <li>EYFS Boys engagement- adapt planning (B:G ratio 2:1 in EYFS and Yr 1) Focus: Mark making/ writing</li> </ul>

	<ul style="list-style-type: none"> <li>Pupil and Staff Survey on Reading for Pleasure, review and actions planned and implemented by English Leader, supported by SLT.</li> </ul>
<p>To support all children to be able to fully access learning with confidence and enjoyment</p> <p>To provide a broad and balanced curriculum at school, and when necessary, at home</p>	<ul style="list-style-type: none"> <li>To implement the Recovery Curriculum (key focus of autumn term) and introduce Jigsaw/REST PSHE programme across the school</li> <li>To provide opportunities for the children to continue to develop and refine remote learning strategies and processes- e.g.- use of Seesaw for self-assessment and home learning, in readiness for any periods of remote learning from home</li> <li>Develop the use of Seesaw, Bug Club, Doodle maths etc in order to assess and evaluate learning</li> </ul>
Barriers to learning these priorities address	<p>Restrictions as a result of Covid; unable to meet face to face for participation, observation and coaching</p> <p>Staffing issues with absence as a result of Covid.</p>
Projected spending	£2000

### Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Improve Boys engagement in reading across the school and increase number of PP children achieving ARE	July 2021
Progress in Writing	Improve number of PP children in KS2 to 60% achieving ARE	July 2021
Progress in Mathematics	Close gaps for identified children through access to Intervention program – 1 <sup>st</sup> Class@ Number	July 2021
Ensure Phonics attainment is maintained.	To ensure Phonics Screen Check is in line with 2018-19 following lockdown	May 2021
Develop Speech, Language and Communication Champions across the school.	<p>Training and development of Speech and Language Champions across whole school to deliver and support Wellcomm Screening, ELKLAN and Talk Boost (EY) to identify and target support at early intervention stage.</p> <p>Introduce Oracy Project across the school to promote social equity and reduce gaps in speaking and listening.</p>	Ongoing

## Targeted academic support for current academic year

Measure	Activity
Develop high quality resources to support blended learning to identify and support gaps in learning – particularly Writing and Maths to ensure all children are able to access continued learning opportunities.	Continued access for all pupils to virtual learning or paper based learning, closely targeted and monitored: DoodleMaths, Bug Club, Lexia, White Rose Maths. Children with reduced access/support for home learning are supported by school staff, Family Support worker, Social worker or Early Help to improve engagement. Additional LSA support in KS1 to support phonics and reading progress and attainment by the end of yr 2. Dedicated time to deliver, assess, review interventions: Project X and Lexia
Gaps in learning identified, English focus, and targeted support from dedicated teacher.	Experienced teacher and county English moderator lead weekly intervention to catch up on gaps in writing 1 day per week. Personal targets set and reviewed
Identify and deliver planned interventions for early intervention for communication and language	Develop staff expertise in supporting Language progress through training and coaching All children screened in Nursery, Reception and Year 1 to identify strengths and gaps. SALT Champions (LSA) plan and deliver guided support. Inclusion Leader time to undertake diagnostic assessments and feedback outcomes and strategies to staff
Barriers to learning these priorities address	Ensure children who do not have access to online learning are fully supported – access to paper copy work or shared technology Children regularly attending to online learning – monitored by class teacher and followed up by SLT or Family Support to promote engagement Dedicated time for staff to implement interventions to support early intervention
Projected spending	£9,000

## Wider strategies for current academic year

Measure	Activity
Support pupil's social and emotional development following Lockdown	Staff deliver high quality PHSE curriculum following Jigsaw and REST to support resilience and regulation Increase time for ELSA support to 2 afternoons. Dedicated teacher time for 1:1 meetings and pastoral support Inclusion Lead to undertake diagnostic assessment to support identification of need

All Pupil Premium children to access wellbeing activities to promote healthy lifestyle and managing emotions	Dedicated qualifies Sports Coach to release teachers for 1:1 work with PP children Sports coach to deliver lunchtime clubs for all PP children per term. Increase time allocation for ELSA to 1.5 days per week to support identified children following assessment using REST.
Support Families through Academy Support Work	Family Support referrals and discussion targeted based on observations and parent contact. Access for families to virtual workshops including, sleep, resilience and positive parenting. Support for key parents relating to attendance
Barriers to learning these priorities address	Staff/pupil absence interrupt session as a result of covid. Access to suitable space for confidential ELSA at appropriate time
Projected spending	£18000

## Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Timetabling of staff throughout the day without impacting on provision Impact of staff and children remaining in class bubbles for Health and Safety	Staff targeting support through close observation of need and intervention delivered within class provision Training of staff on interventions and quality first training through virtual meetings
Targeted support	Time for staff to undertake SCLN screening and plan for intervention	Wellcomm package purchased and training undertaken to reduce demands on staff time for planning. Inclusion Leader to support with screening.
Wider strategies	Timetabling of staff throughout the day without impacting on provision in cases of staff absence	Additional hours for ELSA in addition to class time.

## Review: last year's aims and outcomes

Aim	Outcome
Attainment: To narrow the disadvantaged gap by addressing inequalities To raise the attainment and progress of those pupil identified as PP	Based on comparison data (spring 20 v spring 19): Writing: the % of PPG ch achieving ARE has improved by 3% and 4% for those achieving GDS

	<p>Reading: % of PPG ch achieving ARE has <b>reduced</b> by 10% and remains 0 for GDS</p> <p>Maths: % of PPG ch achieving ARE has <b>reduced</b> by 4.2% and has <b>increased</b> by 2% for GDS</p> <p>Next steps: Following covid- the greatest impact has been on attainment and progress in Reading and Maths</p>
<p>Curriculum</p> <p>To ensure full access to the curriculum</p> <p>To continue to develop a positive learning behaviours</p>	<p>All staff received CPD in learning behaviours and focus across the school is evidenced in displays, through Golden Assembly and within the new Positive Behaviour Policy.</p>
<p>Wellbeing</p> <p>To ensure all children, particularly those from disadvantaged backgrounds, have access to emotional support</p> <p>To continue to develop positive links with parents and for them to be fully involved in their children's education</p>	<p>Children and families supported through lockdown by all staff through phone calls, face-to-face and virtual contact. Risk Assessments completed and key children invited to return to school during the lockdown.</p> <p>Increase support from Family Support Worker and referral to Early Help and CAMHS,</p>
<p>Inclusion</p> <p>To ensure disadvantaged pupils have increased access and participation in extra curricular activities</p> <p>To ensure key groups of children have regular and punctual attendance.</p>	<p>All PP children access extra curricular clubs through targeted invitation during school day</p> <p>Children identified as a concern of absence are supported by Kite Attendance Officer and Surrey County Inclusion Officer (EWO)</p>