

Pupil premium strategy statement

School overview

Metric	Data
School name	Zetland Primary.
Pupils in school	241.
Proportion of disadvantaged pupils	81/200 (Oct 20 Census)
Pupil premium allocation this academic year	£113 945
Academic year or years covered by statement	20-21
Publish date	Oct 2020
Review date	Feb 2021
Statement authorised by	S English
Pupil premium lead	S English P Richardson
Governor lead	S Leng

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	N/A (Covid Pandemic no test results)
Writing	N/A (Covid Pandemic no test results)
Maths	N/A (Covid Pandemic no test results)

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	Click or tap here to enter text.
Achieving high standard at KS2	Click or tap here to enter text.
Measure	Activity
Priority 1	<p>Ensure Pupil Premium children close identified gaps in learning (diminish the difference) caused by prior attainment and missing time through lockdown in CLL, PRIME, phonics, reading, writing and maths (number fluency and application)</p> <p>High quality teaching and learning strategies used appropriately high expectations/models of work engage and provide standard, pitch pace and delivery provides appropriate challenge. Feedback, peer tutoring, active learning strategies show high pupils engagement. Higher attaining pupils receive focused intervention and</p>

	additional support. High staffing levels lead to smaller groups to ensure effective differentiation
Priority 2	Pupils have access to high quality teaching through an appropriate curriculum supported with high quality resources to engage, motivate and meet identified needs both in school and at home. Pupils use appropriate technologies to enhance learning opportunities.
Priority 3	Pupils have their emotional and health needs met so they attend school regularly and access wider support services as appropriate.
Barriers to learning these priorities address	<p>Pupils will have received a variable experience during lockdown which may impact upon their motivation, stamina, knowledge, recall and understanding. Pupils may experience a fractured period of attendance caused by self-isolating or bubbles closing. Identified pupils will need an appropriately differentiated curriculum supported by a catch up program.</p> <p>Attendance is variable with some families showing persistent absence. This has a negative impact upon progress.</p>
Projected spending	£ 113 000

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	<p>EYFS</p> <ul style="list-style-type: none"> Pupils can speak with increasing confidence and vocabulary about a text using picture and text cues Pupils can read identified sight and cvc words independently through flash cards and within reading books Pupils use phonic knowledge in emergent independent reading Say a name and sound for each letter in the alphabet and at least 10 digraphs. Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. Read some common irregular words. Demonstrate understanding of what they have read and has been read to them by retelling stories and narratives using their own words and new vocabulary. Use new vocabulary during discussions about stories, non-fiction, rhymes, poems and during role play. Pupils, achieve level 6 (although we aspire to level 8). <p>KS1/2</p> <ul style="list-style-type: none"> Pupils reading fluency improves Pupils improve independent reading skills and reading stamina from identified starting points Pupils improve knowledge and understanding of a wide range of vocabulary through class text, topic themes, comprehension, guided reading Pupils use context to make effective predictions of word meanings Pupils use inference and deduction to provide appropriate answers of authorial intent End of KS1 pupils can read from Book band. End of Y 4 pupils can read from Book band. 	<p>On going assessments to provide formative information</p> <p>Summative assessment to be reviewed half termly with termly standard meetings analysing trends and adjusting provision as appropriate.</p> <p>Targets set and modified to achieve predicted attainment outcomes reflecting good progress by the end of the academic year.</p>
Progress in Writing	<p>EYFS</p> <ul style="list-style-type: none"> Pupils are able to increasingly match letters to sounds using phonic knowledge Pupils hold a pencil or writing implement properly Pupils can apply pressure and sit with correct posture Pupils can write a /sentences by the end of the year from captions Write recognisable letters, most of which are correctly formed. 	<p>On going assessments to provide formative information</p> <p>Summative assessment to be reviewed half termly with termly</p>

	<ul style="list-style-type: none"> Children use their phonic knowledge to write words in ways which match their spoken sounds. Write some irregular common words. Write simple phrases and sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible. To sit in the correct position when writing and to hold a pencil correctly. <p>KS1/2</p> <ul style="list-style-type: none"> Pupils have teaching adjusted to revise SPAG content missed through lock down Pupils are able to plan effectively Pupils write with an increasing range of vocabulary applying ideas gained from models of writing used, as well as ideas gained from text, topic themes and direct teaching Pupils are able to write effectively with increasing stamina Pupils make good progress from assessment levels to diminish the difference Pupils have additional time where appropriate to develop extended pieces of writing Pupils apply spelling knowledge to unknown words Pupils are taught and use a cursive handwriting script with correct letter sizes 	<p>standard meetings analysing trends and adjusting provision as appropriate.</p> <p>Targets set and modified to achieve predicted attainment outcomes reflecting good progress by the end of the academic year.</p>
Progress in Mathematics	<p>EYFS</p> <ul style="list-style-type: none"> Pupils can recognise and estimate quantity to 10 Pupils can count forward and backward within 20 Pupils can form/write digits 0-9 correctly Pupils can recognise basic 2d and 3d shapes Pupils can measure and compare using non-standard units Recognise and order numerals 1-20 Say which number is one more or one less than a given number to 20. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing. Use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. Recognise, create and describe patterns. Explore characteristics of everyday objects and shapes and use mathematical language to describe them. 	<p>On going assessments to provide formative information</p> <p>Summative assessment to be reviewed half termly with termly standard meetings analysing trends and adjusting provision as appropriate.</p> <p>Targets set and modified to achieve predicted attainment</p>

	<p>KS1 /2</p> <ul style="list-style-type: none"> • Pupils secure gaps in learning missed during lockdown as shown by assessment information and comparison to age expectations • Pupils revise table and number bonds appropriate to age expectations • Pupils can apply 4-rule of number methods expected for their age range accurately • Pupils can apply within a range of contexts • Pupils improve their confidence at explaining what they understand/what to do within the concept taught • Pupils rapidly close gaps to diminish the difference between summative assessments • Pupils have effective access to appropriate on- line learning resources 	<p>outcomes reflecting good progress by the end of the academic year.</p>
Phonics	<ul style="list-style-type: none"> • Children close gaps from starting points to make rapid catch up of phonic progression missed and are able to read with improved fluency in Y1,2 and 3 • Regular assessment ensures the phonic phase taught is at the correct level. Resources and phonic sessions are engaging, promoting active learning. Phonic blends are reinforced in literacy sessions including guided writing and reading <p>KS1 and 2</p> <ul style="list-style-type: none"> • Pupils identified in not meeting phonic levels in Y1, Y2, and Y3 have gaps closed to reach the standard by the end of the year through access to more frequent phonics teaching and effective use of resources 	<p>Weekly assessment Reviews of progress take place in Y1 and Y2 through regular phonic screening and half termly phonic tests</p>
Other	<ul style="list-style-type: none"> • Improve attendance for pupils eligible for PP to being in line with expected levels of 96%, closely track PP children and challenge absence levels. Review rewards and celebration culture of attendance from EYFS upwards. KS1 and 2 pupils track their own attendance and have greater awareness and ownership. • Address issues effecting Pupil Premium children emotional and mental well-being so that pupils and families feel well supported by school and any barriers to learning are reduced through effective support. 	<p>Weekly attendance review Parents updated and engaged in process following attendance procedures</p> <p>Early help support provided on an individual basis during the year with progress</p>

		reviewed regularly so that cases do not remain unduly open.
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Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Targeted academic support for current academic year

Measure	Activity
Priority 1	<ul style="list-style-type: none"> • Provision of additional staffing to provide one to one and group support to targeted pupils particularly in prime areas of learning • Additional nominated TA role to continue interventions for speech and language, BLAST, reading and writing. • Additional TA hours to support for one to one reading and phonics provision. • Provision of additional support in class and targeted interventions. • Structured Conversation (Achievement for All) used to support identified pupils with clear targets and support engaging parents in their child's learning
Priority 2	<ul style="list-style-type: none"> • High quality reading texts to support whole class reading, guided reading, phonics and emergent reading skills • Provision of lending library for games which promote CLL, memory, reading and maths • Improved access to IT and educational on line resources • Improved access to age appropriate text books for use in school and at home • Support of SAT revision resources for Y6 Children • Access to trips which support the curriculum (Summer Term)
Barriers to learning these priorities address	<p>Pupils have missed education caused through Lock-Down negatively impacting upon their educational starting points in September.</p> <p>Some PP pupils start from low to very low levels on entry in Communication Language and Literacy, understanding of number social-skills and readiness to learn. This means that pupils have to diminish the difference to close gaps in learning so that they can achieve in line with national non Pupil Premium children by the end of KS2. Key learning outcomes are focused on using effective provision through each Key Stage to ensure this happens.</p>
Projected spending	<p>Priority 1= £50 000</p> <p>Priority 2 = £26 000</p>

Wider strategies for current academic year

Measure	Activity
Priority 1	Improve attendance for pupils eligible for PP to being in line with expected levels of 96%, Closely track PP children and challenge absence levels. Intervene, challenge and support individual families to improve attendance.
Priority 2	Pupils access appropriate support fort their mental and physical health and well being by accessing: a positive and active playtime environment healthy breakfast club Emotional and behavioural early intervention support worker Pupils and parents need to work in partnership with the school so that appropriate support can be provided.
Barriers to learning these priorities address	Pupils persistent absence will negatively impact upon their academic, social and emotional development. Pupils emotional and health needs may prevent effective access to provision in school. Holiday absence causes a significant period of time away from school requiring catch up measures to be put in place.
Projected spending	£37 000

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Quality of phonics and 1 to 1 teaching for new staff uses best practice to ensure effective provision.	Appropriate new training or reviews provided for TAs in phonics and 1 to 1 reading strategies Click or tap here to enter text.
Targeted support	Teaching and TAs have time to effectively assess and prepare together so that interventions in and outside the classroom environment are effective	Additional TA hours for planning, preparation and intervention support
Wider strategies	Pupils and parents are engaged effectively including hard to reach families.	Wider staff work (Early help worker, attendance officer, closely with teachers and TAs. Staff use documentation from: DFE

	Staff are unaware of current best practice, research, case studies and recommendations.	EEF https://educationendowmentfoundation.org.uk/evidence-summaries/ . https://educationendowmentfoundation.org.uk/covid-19-resources/guide-to-supporting-schools-planning/
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Review: last year's aims and outcomes

Aim	Outcome
<p>The attainment and progress gaps between identified Pupil Premium children close to diminish the difference to National Other in end of EYFS and Key Stage results</p> <p>Pupil Premium children from middle to high Prior Attaining Groups make good progress to secure higher levels in writing and maths</p>	<p>Staffing and support remained continuous throughout September to March with planned provision and strategies implemented. There is no end of year data to quantify impact. However, transition meetings held in July and SDIP focuses will continue to support those identified pupils in this area closely during this year. Staffing continued throughout Lockdown with school only closed for the May half term. All Pupil Premium children received support for home learning including individual text books, reading books, practical resources, learning activities (which also encouraged involvement from the wider family), web site resources, regular phone calls to all pupils and home visits upon request. Whole school questionnaires showed positive feedback for the support school offered during this period.</p>
<p>Improved attendance for PP children to be in line with 96% expected</p>	<p>Partially achieved. Strategies used to encourage good attendance were implemented during the last academic year. Children were enthusiastic about tracking their own attendance and the reward systems. The attendance policy was consistently followed including support provided from the Attendance officer. There were still 13 families who showed persistent absent traits.</p>
<p>Address issues effecting Pupil Premium children emotional and mental well being so that pupils and families feel well supported by school and any barriers to learning are reduced through effective support. Early Help approach for children and parents to support children's emotional health and well being</p> <p>ELSA and Early Help Support Worker</p> <p>Breakfast Club to support healthy start of day</p>	<p>This was implemented across school from September to March. During Lockdown ELSA support continued remotely. National Voucher scheme ensured access to a healthy diet. School continued to offer breakfast club for vulnerable pupils as well as key workers throughout Lockdown.</p>