

# Pupil premium strategy document

## 1. Summary information

School	COMBE MARTIN PRIMARY				
Academic Year	2020/21	Pupil Premium allocation	£56765	Date of most recent External PP Review	NA
Total number of pupils	141	Number of pupils eligible for PP	34	Date for next internal review of this strategy	July 2021

## 2. Barriers to future attainment (for pupils eligible for PP, including high ability)

**In-school barriers** (issues to be addressed in school, such as poor oral language skills)

- A. Social and cultural Capital. The ability to access experiences which will build social and cultural capital.
- B. Aspirational Barriers, in a coastally deprived location.
- C. Low language, vocabulary and communication ability
- D. Confidence in mathematical reasoning and knowledge retention
- E. Progress of PP children who are SEND in mainstream cohorts. PP measures are effected by SEND PP children.

**External barriers** (issues which also require action outside school, such as low attendance rates)

- F. Attendance of PP/FSM, especially SEND FSM/PP.

## 3. Desired outcomes

	Desired outcomes and how they will be measured	Success criteria
A.	<b>To narrow gaps in attainment and trajectory for reading</b>	To give good quality support to children who are falling marginally below the expected level for their age in Y2 upwards. Teacher assessment shows an upward trajectory and children are reading consistently at home.
B.	<b>Improve social and cultural capital through exposure to the Arts and artistic media through the provision of an artist.</b>	To raise awareness of the world outside of school through visual arts. Activities will provide a good female role model to target aspiration in females.

C.	<b>To support in parental reading development</b> To increase the language ability and close peer group gaps. Reading Recovery trained FFT TA to work with PP children to raise reading ability in KS2. Children in Nursery to KS1 will access the Talk Boost intervention.	To give good quality support to children who are falling marginally below the expected level for their age in Y2 upwards. Teacher assessment shows an upward trajectory and children are reading consistently at home.
D.	<b>To narrow gaps in attainment and trajectory in maths</b> Children, through Numbers Count, will close peer group gaps and be measurably more confident in class situations.	To give good quality support to children who are falling marginally below the expected level for their age in Y2 upwards. Teacher assessment shows an upward trajectory and children in class / small group sessions are more confident. Data tracking shows improvement is sustained over time.
E.	<b>QFT has more impact on PP children:</b> Improvement in progress through support for teachers in the reduction of class size to allow concentration on QFT and addressing disadvantage and SEND need.	Children with PP SEND maintain trajectory after teachers are able to spend more time with PP children offering an additional group / session per week.
F.	<b>To initiate a 'debating' event to give the children opportunity to participate in social conscience type speaking.</b>	Children with disadvantage can participate on an equal basis with their peers.
G.	<b>To improve awareness of attendance relationship to progress measures.</b>	Children's attendance improves or is above school target of 96%.
H.	<b>To effectively identify and support looked after and previously looked after children in attachment</b>	To ensure children have any barriers to learning identified and needs met through thrive work.

4. Planned expenditure + SBS												
Academic year	20-21											
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.												
<b>i. Quality of teaching for all</b>												
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Expenditure						

<b>QFT has more impact on PP children.</b>	<b>Proportion of PP budget spent to support lower class size.</b>	The school has identified a SEMH need across the school. The level of pastoral support needed to sustain the school approach to Learning Behaviours is significant. The reduction of class size is essential to ensure teachers have the capacity to deliver QFT sessions to the PP children additionally to that expected for the whole class.	SLT monitoring and challenge PDM in which teachers are challenged with the intervention and additional group work in place for PP children regardless of stage and the impact or additional barriers in place with individual children.	Head	Termly on the Teacher's Class profile Documents	£20,000	
<b>To implement character education to develop well rounded children with core character virtues</b>	Character Education implemented across the school through whole school and class focus	Children will build intellectual, performance, civic and moral virtues	Whole school SMSC/PSHE approach and assemblies.  Taught, sought and caught approach to ensure children develop character virtues through different opportunities	Gh and All staff	Termly reviewed - implemented Spring/Summer 2021	£2000	
<b>Total budgeted cost</b>							£22000

## ii. Targeted support

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Expenditure	
<b>To narrow gaps in attainment and trajectory in maths</b>	To provide Numbers Count to disadvantaged children who meet the criteria or just below	The NC teacher is on staff and was specifically employed and contracted by SWSF to perform this role.	Reviews with NC teacher. Performance Management targets as well as staff feedback	PP Champ	In line with PM Cycle	£20,000	
<b>To narrow gaps in attainment and trajectory for reading</b>	To provide FFT Reading	The RR teacher trained up a specialist TA to provide FFT Reading intervention. We are calling it 'FFT+'.	English coordinator and PP Champion monitor provision and impact.	Eng Lead PP Champ	Termly	0	

<b>Specialist support through MAT central inclusion team</b>	Inclusion officer to support children and families linking to EH support for families	To support parental engagement to ensure better outcomes for children	Dedicated time given where needed	GH/Inclusion officer	Termly	£2000	
<b>Total budgeted cost</b>						£22,000	

### iii. Other approaches

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Expenditure	
<b>Improve social and cultural capital through exposure to the Arts and artistic media through the provision of an artist.</b>	To put in place a TA to support children socially through the use of the arts. The TA works with children in class and during break times to develop opportunities and discussions that would not have been possible	The aspiration and exposure to Social and cultural capital is needed to show the children the need for education. Children inn CM are locked into a coastally deprived area and some have very limited exposure to the outside world.	SLT Reviews, art on display and pupil voice.	PP Champion	Termly	11715	
<b>To support in parental reading development</b>	Under the direction of the Literacy Lead teacher, TA supported reading as a training opportunity for parents (1 hour per week EH TA)	Identified PP children are not reading at home. The work the EH TA and Literacy Lead have done points to low skills in parents leading to a feeling that they will not do a good job. Putting 1:1 support with a parent having modelled sessions will empower parents to play a more visible role with the child.	This will be monitored by the Literacy Lead teacher.	Lit Lead	Termly	500	

<b>To improve awareness of attendance relationship to progress measures in families.</b>	Children are monitored and teachers contact parents with offer from EH if attendance is vulnerable <95%	The lowest performing children are disadvantaged or SEND – often both. Parents need to know we need their children in school and help is available to them.	Children's attendance improves or is above school target of 96%.	HT Senior Admin	Mid Term report production	250	
<b>To effectively identify and support looked after and previously looked after children in attachment</b>	Adopted children are monitored and have a thrive session per half term regardless of displayed needs / behaviours	We have a number of adopted children in school and they can be overlooked in their attachment needs if they are not deliberately identified for support.	Monitoring thrive data and support documents	HT EH	Half Termly	300	
<b>Total budgeted cost</b>						£56765	