

# Pupil premium strategy statement 2020-2021

## School overview

Metric	Data
School name	Escrick Primary School
Pupils in school	163
Proportion of disadvantaged pupils	6% (10 pupils)
Pupil premium allocation this academic year	£10,310
Academic year or years covered by statement	2020-2021
Publish date	Dec 2020
Review date	July 2021
Statement authorised by	Emma Miller
Pupil premium lead	Rebecca Allen
Governor lead	John Wilson

## Disadvantaged pupil progress scores for last academic year

### Covid lockdown no final assessments

Measure	Score
Reading	N/a
Writing	N/a
Maths	N/a

## Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	Closing learning gaps earlier, ensuring children are confident in phonics/spelling and reading. Implement catch up programme for PP pupils post COVID lockdown.
Priority 2	Ensuring pupils are happy, safe, confident and ready to learn. Carry out a PSHE whole school review/SEMH strategies. Plan for staff training including Jigsaw, Worry Wizard and ELSA to support children's emotional well-being. Implement strategies within class and social & emotional intervention groups.

Barriers to learning these priorities address	<ul style="list-style-type: none"> <li>• General level of emotional and social maturity and self-esteem.</li> <li>• Low level of emotional literacy</li> <li>• Behaviour for learning e.g. concentration, motivation, using support effectively</li> <li>• Specific Special Educational Needs</li> <li>• Children who have specific social and emotional needs which affect their learning</li> <li>• Low level of attainment, below age related expectations, particularly in reading and writing.</li> </ul>
Projected spending	£ SEN budget plus £3040 covid catch up funding

### Teaching priorities for current academic year

Aim	Target	Target date
Attainment and Progress in Reading	Ensure good or better progress in Reading. Children read well and effectively comprehend to ensure that they are able to access the whole curriculum.	July 2021
Attainment and Progress in Writing	Ensure good or better progress in writing. Children improve their writing through embedding phonics and developing an understanding and use of vocabulary.	July 2021
Attainments Progress in Mathematics	Ensure good or better progress in maths.	July 2021
Attainment in Phonics/ spelling	95% of pupils achieve the expected standard in phonics by the end of Year 2.	July 2021
Quality of education is good/outstanding	Increase staff knowledge of and confidence in pedagogy underpinning how to close gaps and accelerate progress. All staff have developed greater understanding of how to support pupil's well-being.	July 2021

### Targeted academic support for current academic year

Measure	Activity
Priority 1	Ensure that all children benefit from targeted teaching and strategies to meet their needs in phonics and spelling/ vocabulary. Interventions to lead catch up work and interventions in phonics and spelling. Multisensory phonic materials to support children in the acquisition of phonics throughout KS1. Ensure all staff have training and confidence to enable them to teach phonics effectively.
Priority 2	Children to develop their emotional literacy, including: <ul style="list-style-type: none"> <li>Awareness of own and other people's emotions</li> </ul>

	<ul style="list-style-type: none"> <li>• Increased range of emotional vocabulary</li> <li>• Development of social interaction skills</li> <li>• Develop the ability to initiate and maintain friendships</li> </ul> <p>Ensure staff have received high quality training and support for delivering and supporting SEMH barriers to learning, including PSHE, worry wizard and Jigsaw.</p> <p>Access to social and emotional interventions to support SEMH development.</p>
Barriers to learning these priorities address	<p>Pupils support outside of school</p> <p>Self-regulation of emotions</p> <p>Learning styles</p>
Projected spending	£ 2800 for Jigsaw

### Wider strategies for current academic year

Measure	Activity
Priority 1	<p>Support all staff to play an increasing role in pupil progress meetings.</p> <p>Increase data knowledge, trends and areas for improvement for all staff</p> <p>Support identified and implemented for disadvantaged pupils</p>
Priority 2	<p>Priority wellbeing and nurture support to pupils to enhance their emotional well-being and readiness for learning.</p> <p>Engage with SEMH programme 'Worry Wizard' for learners to support emotional needs.</p> <p>All staff trained to support pupils who present with emotional well-being needs.</p>
Barriers to learning these priorities address	<p>Children's wellbeing and emotional resilience.</p> <p>Access to activities and resources for Pupil Premium children to ensure full participation in school life.</p>
Projected spending	£1200 for Worry Wizard

## Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	<p>Consistency across the school in ensuring gaps are closed</p> <p>Ensure all interventions measure progress</p>	<p>Monitoring by headteacher and SENDCo</p> <p>Ensure effective use of time to allow for staff professional development.</p> <p>Use of INSET, staff meetings and subject leadership time.</p> <p>Teachers carry out regular (half termly) reviews of progress against individual targets.</p> <p>Pupil progress meetings will ensure that targeted interventions have impact.</p> <p>Headteacher and SENDCo will regularly monitor impact.</p>
Targeted support	Ensuring that our most vulnerable individuals with high needs get good support for their positive mental health.	<p>Targeted support by analysis of need- Social and emotional intervention groups.</p> <p>ELSA training for delivery in 1 to 1 or small group</p> <p>Resources to be used with whole class and small groups</p>
Wider strategies	Covid Operational Plan	

## Review: last year's aims and outcomes

Aim	Outcome
<p>Ensure good or better progress in all core subjects</p> <p>Implement catch up programmes</p>	<p>Clicker app to support pupils reading and sentence work.</p> <p>SATs booster</p> <p>Interventions provided for individual pupils at risk of making slow progress- progress documented.</p> <p>School lockdown due to Covid 19 from March-July 2020 personalised interventions unable to take place</p>

Children will have improved Speech, language and communication.	Staff have increased understanding of SLCN and its impact on learning Targeted support for individuals (SALT) Reduced number on SALT caseload
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