

# Minsterley Primary School

## Pupil premium strategy statement

### 2020– 2021

1) Summary information					
School	Minsterley Primary School				
Financial Year	2020/2021	Total PP budget	£47,820	Date of most recent PP review	Autumn 2020
Total number of pupils	138	Pupils eligible for PP	32	Date for next internal review	Spring 2021

Some of the common barriers for disadvantaged children at Minsterley Primary School.

Barriers	Example of solutions
Children receive less home support than others.	Intervention groups are set up, quality first teaching and individual scaffolding. Curriculum events for parents/carers.
Weak language and communication skills.	Language focus in EYFS, story sacks sent home for parents to talk about stories with their children. Work with Nursery for story time weekly to ensure gap is closed early.
Low attainment on entry (reception baseline)	Quality first teaching and objective based planning. Working with the Nursery.
Low aspirations	Experiences that raise aspirations outside of the curriculum. Visits, clubs, taking part in a range of competitions.
Attendance and punctuality.	Tracking and regular monitoring of attendance. Building relationships which parents. Certificates at the end of term to celebrate attendance.
Reading at home.	Using accelerated reader to motivate and support children, develop reading skills and comprehension skills. Awards for reading at home. Clear communication and support using Class Dojo to communicate with parents around reading.
Extended learning opportunities	Purchase more IT equipment in school so that children have the opportunity to complete multiplication homework and spelling homework using online tools. Increasing the club opportunities for children to experience different skills in school.

	<b>Extend breakfast club to targeted families to support with routines at home and provide teaching opportunities with card and board games.</b>
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**Key Objective 1: Using digital technology to improve learning across the curriculum.**

**Rationale:** Studies consistently find that digital technology is associated with moderate learning gains: on average, an additional four months' progress. However, there is considerable variation in impact.

Evidence suggests that technology approaches should be used to supplement other teaching, rather than replace more traditional approaches. It is unlikely that particular technologies bring about changes in learning directly, but some have the potential to enable changes in teaching and learning interactions. For example, they can support teachers to provide more effective feedback or use more helpful representations, or they can motivate students to practise more.

Studies suggest that approaches which individualise learning with technology (such as one to one laptop provision where pupils work through learning activities at their own pace, or individual use of drill and practice software) may not be as helpful as small group learning with technology or the collaborative use of technology.

<b>When</b>	<b>Responsible</b>	<b>Initiative/Intervention</b>	<b>Cost</b>	<b>Activity/Evaluation</b>
<b>September 2020</b>	<b>KW/JH</b>	<p>Purchase new Chromebooks so that they are widely available across school and can be used to enhance quality first teaching across the curriculum as well as using for targeted interventions.</p> <p>CPD on Google Staffroom so that teachers are able to use the online digital classroom to set work and provide a high level of feedback.</p> <p>Staff Meetings CPD to focus on using technology in lessons such as google forms, google classrooms, Digi maps.</p>	<p>£15,000 + Managed server, Internet boost =£7,620</p> <p>£1,500</p> <p>Manager server costs.</p>	

		AR staff meeting- using the online features to enhance the reporting of reading data across school and supporting individual groups of children.	Subscription. £3,000 AR	
		Review of subscriptions purchased and impact of subscriptions as an intervention or quality first teaching.	£2,500	

**Key Objective 2: To provide high levels of support and CPD to staff so they have strong subject knowledge to deliver all lessons across the curriculum.**

Rationale: From EEF toolkit: The quality of teaching is arguably the single most important thing that teachers and school leaders can focus on to make a difference in children’s learning. The difference between really good teaching and less effective teaching makes more difference to learning than any other factor within school. High-quality teaching narrows the advantage gap. Crucially, it is also something that can be changed: all teachers can learn to be better (Wiliam, 2016)’. Maximising the quality of teaching through the effective deployment and development of teachers and teaching assistants will therefore be at the top of any school’s priorities.

When	Responsible	Initiative/Intervention	Cost	Activity/Evaluation
Termly	KW/JH	CPD for staff- Chris Ogden reading and inspection framework. Teachers knowledge and understanding of reading and English across the school with a focus on building on prior knowledge and stickability. This training also supports the foundations of planning across all areas of the national curriculum.	£2,000	
		Science CPD for all teachers to support the planning and delivery of science across school.	£1,000	

		PSHE resource SCARF with high quality PSHE lessons and resources to use that build on prior knowledge	£1,000	
		Training with the wish project to support mental health of pupils.	£500	
		Delivery of 'No worries' intervention across Key Stage 2 focusing on mental health.	£500	

<b>Key objective 3: Developing the learning environment and provision indoors and outdoors in EYFS.</b>				
Rationale: From EEF toolkit: Outdoor adventure learning interventions consistently show positive benefits on academic learning and wider outcomes such as self confidence. On average, children who take part in outdoor learning interventions make approximately three months additional progress per year.				
<b>When</b>	<b>Responsible</b>	<b>Initiative/Intervention</b>	<b>Cost</b>	<b>Activity/Evaluation</b>
<b>January 2021</b>	<b>KW/RL</b>	Review class provision both outside and inside. Declutter old resources and set up areas of learning within the classroom. New storage units to be ordered so that children can have an environment that is accessible to them to promote the use of language development.	£2,000	
		Natural environment area to be created inside and outside. Outside provision in EYFS- outdoor flooring to	£200	

		be replaced so that children have access to an extended provision of space.	£10,000	
		Small group phonic sessions as quality first teaching takes place across the EYFS and Key Stage 1. 1 teacher for 40mins per day for 2 terms.	£1,000	

Review of expenditure				
Previous Academic Year		2019-2020		
<b>To improve PP attainment and school exit data</b>				
Rationale:				
<ul style="list-style-type: none"> <li>• 'A Guide to the Pupil Premium': 'Quality of teaching and learning counts most. Schools that create the best outcomes for pupils, recruit, train and retain great teachers and support staff. They adhere to model practice in the use of professional development.'</li> <li>• From the EEF Toolkit: Pupils taught in small groups make on average four months additional progress when compared with larger groups or whole class teaching.</li> </ul>				
Desired outcome	Chosen action/approach	Estimated impact	Lessons learned	Cost
To ensure quality first teaching takes place throughout the school to the highest standard.	CPD for staff throughout school to upskill across all areas of the curriculum.  Improve subject knowledge and develop as a teacher.	All staff have had the opportunity for CPD across school and upskill their knowledge of the national curriculum.  All teachers in school are now more confident in their	External CPD very effective when delivered in school to the whole team.  Enabling teachers to share good practice across the school enables a clear and consistent vision of expectations.	<b>£4,000</b>

	Coaching and peer support throughout the school.  Planned interventions.	own knowledge of different areas of the subject.  Time for teachers to observe each other teach.  Carefully planned interventions planned and delivered by Tas or teachers based on the small steps and misconceptions.	Continue to apply.  Interventions/QFT on chrome books and iPads such as Nessy have high impact and low cost.	<b>£15,000</b>
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**To accelerate progress and reduce gaps**

Rationale: From the EEF Toolkit: Pupils taught in small groups make on average four months additional progress when compared with larger groups or whole class teaching. If at Key Stage 1 a child achieves level 2 in Reading, Writing and Maths, 45% of them go onto achieve 5 A-C grades in English and Maths which is considerably higher than if they only achieved a level 2 in one of the subjects (between 8-11%)(from The Pupil Premium: Making it work in your school. Oxford school improvement).

Desired outcome	Chosen action/approach	Estimated impact	Lessons learned	Cost
To track and monitor data across the school with a focus on particular groups and individuals. To plan interventions and review regularly to check impact.	To review PP data/case studies half termly to evaluate effectiveness  To meet with team leaders and intervention teachers to evaluate interventions and to replace less effective strategies with more effective ones.	High profile of PP pupils with teachers focusing on direct impact.  Measurable interventions which enable teachers to make decisions on future interventions and quality first teaching.	Good practice- continue to do  Focus on less interventions and more on quality first for biggest impact. Including same day teaching.	<b>£2000</b>  <b>£5000</b>

	<p>Pupil Progress Meetings with SLT and teachers. PP lead to check wave 2- SEN files to ensure suitable provision for those below expectations</p> <p>Staff to analyse own data regularly to monitor gaps within their class and identify strategies for their children using CPD provided.</p> <p>Share strategies for accelerating progress of PP children in the classroom as part of INSET/staff meetings.</p>	<p>Clear tracking enables a consistent approach to which everyone is held accountable.</p> <p>Continues to be in place. Adapting future planning and approaches to support specific cohort best.</p> <p>Quality first including same day interventions had biggest impact along with ICT interventions such as TTRS, Numbots, Spelling shed and Nesity.</p>	<p>Ensure tracking is simple and everyone can find it and adapt as required. Need to continue to develop along with provision map.</p> <p>To continue.</p> <p>Continue to use EEF to explore high quality interventions.</p>	<p><b>£1200</b></p> <p><b>£500</b></p> <p><b>£2000</b></p>
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**(Enrichment and engagement): To develop personal qualities and extend opportunities, giving aspirations to PP children.**

Rationale: From EEF toolkit: Outdoor adventure learning interventions consistently show positive benefits on academic learning and wider outcomes such as self-confidence. On average, children who take part in outdoor learning interventions make approximately three months additional progress per year.

Desired outcome	Chosen action/approach	Estimated impact	Lessons learned	Cost
Redesigned curriculum with clear intent and purpose which engages the children in their own learning.	<p>Re design the curriculum so that intent is clear and children are able to engage with what they are learning. Enquiry approach to learning through children asking 'The Big Question.'</p> <p>Extended opportunities for</p>	Engaging curriculum, feedback from children positive.	Not developed the big questions as a whole school approach due to Covid-19. Teachers developed a more of enquiry approach to subject areas by asking questions to stimulate thinking.	<b>£3000</b>

	<p>children to have different experiences. Purchase new computers and look at management system throughout school to bring all equipment into good use.</p> <p>Provide opportunities to use computers at break and lunch so that children are able to develop their use of independent learning to complete homework that they may not be able to do at home.</p> <p>Targeted family support through School Help (universal) to Early Help.</p> <p>Family learning programme to run throughout school to engage families.</p> <p>Staff support network available for families to build trust with school. SENCO/HEAD/TA</p> <p>Mental health support in school from newly trained HLTA to take the lead and deliver evidenced based interventions.</p>	<p>Chromebooks in school mean that a whole class can use devices at the same time. Develop cross curriculum links and have a cloud-based classroom.</p> <p>Pupils staying in and completing homework when needed. Same opportunities as peers that complete homework at home.</p> <p>SENCo also supporting early Help, supporting families and signposting when required.</p> <p>Massive impact of family engagement and school relationships.</p> <p>Excellent relationships built with families.</p> <p>TA covered to run 'No Worries' intervention. Intervention delayed due to staff absence.</p>	<p>More to be purchased as children using technology across all areas of the curriculum and supporting with high quality interventions</p> <p>To continue when possible.</p> <p>Developed good relationships with families across school.</p> <p>To continue.</p> <p>Long term sickness of trained staff caused some delay. Now we have more Tas trained to deliver mental health interventions.</p>	<p><b>£10,000</b></p> <p><b>£1,000</b></p> <p><b>£500</b></p> <p><b>£2000</b></p> <p><b>£1320</b></p>
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