



Aiskew, Leeming Bar
Church of England Primary School

*Rooted in love and growing together
to become lifelong learners*

Aiskew, Leeming Bar CE Primary School

Pupil Premium Strategy Statement - 2019/20 Academic Year

Summary Information			
Total Number of pupils	33	Total Pupil Premium Budget	£10,480 (£5880 PP + £4600 PLAC)
Number of eligible pupils for pupil premium	4 FSM 2 Service pupils 2 Ever 6 service pupil (1 Ever 6 service pupil included in FSM) 2 Post LAC pupils (1 Post LAC is included in the FSM) Total number of pupils = 8	Date of next internal review of this strategy July 2020	The £10,480 was based on: 2 x Service pupils @ £300 4 x FSM / Ever 6 pupils @ £1,320 2 x LAC @ £2,300 per pupil.



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The proportion of pupils who achieved the expected standard or better at the end of Key Stage 2 in 2020:

End of Key Stage 2 Results 2020	School results 2020 for pupil premium children (1 pupil)	School results 2020 for children not eligible for pupil premium (4 pupils)
Reading	No results due to COVID-19	No results due to COVID-19
Writing/SPAG	No results due to COVID-19	No results due to COVID-19
Maths	No results due to COVID-19	No results due to COVID-19
Reading, Writing and Maths combined	No results due to COVID-19	No results due to COVID-19

NB: The school has taken note of the Education Endowment Foundation's 'Teaching and Learning Toolkit' to inform its Pupil Premium Strategy. References in green text refer to the strategies referenced in these research pieces that have informed this strategy. For further information, please refer to:

<https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/>

Issue/Barrier to learning	Action	Cost	Projected Impact/Impact
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<p>Service pupil may need social and emotional support during time of transition and deployment. Ex-service families may need additional support when settling back into civilian life. Parents are unable to give the support the pupils require.</p>	<ol style="list-style-type: none"> 1. Support for pupils when parent deployed e.g. being involved in celebrating military based events, time spent investigating where dad is, photocopy off work to take home to celebrate so it can be shared with parent. 2. TA to work on additional Social and Emotional Learning. Using Compass Buzz training, FMc to be released to provide Social and Emotional Learning intervention as and when required. https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/ 3. BS to use time to support parents. 	<ol style="list-style-type: none"> 1. £50 2. £245 (1/2 an hour per week) 3. £300 (1/2 an hour per fortnight) 	<p>Service pupil is well supported at times of deployment and make good progress and achieve at least as well academically as their peers.</p> <p>Service pupils and ex-service pupils receive appropriate support so that they demonstrate positive mental health and well-being.</p> <p>School and home have worked closely to ensure children have emotional and social support. Additional time given to ensure pupils have positive well-being so that they are able to learn effectively. These children have made at least expected progress in Reading, Writing and Maths. Parent has benefited from having quality conversations with children about their school day due to BS sending emails of work when on deployment.</p>
<p>Some pupils need additional support to develop skills for reading; decoding and reading comprehension skills.</p>	<ol style="list-style-type: none"> 1. The teaching of reading comprehension strategies - additional classroom support from teachers and teaching assistants to access quality first teaching at their appropriate level given the mixed key stage setting. https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/ 2. Yearly subscription to Reading Eggs https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/digital-technology/ 	<ol style="list-style-type: none"> 1. TA to support reading comprehension strategies £1950 2. £40 = 8 x £5 reading eggs subscription 	<p>Pupil premium pupils make good progress and achieve as well as their non-pupil premium peers in developing early reading skills, phonics and reading comprehension skills.</p> <p>Pupil premium pupils attain the expected standard in phonics 7/8 pupils (88%) made at least expected progress in reading – please note best fit criteria was applied due to COVID-19.</p>



	<p>3. Dyslexia Gold trial to support children with dyslexic tendencies. 15 mins per day support from TA.</p> <p>4. Hear pupil premium EYFS/KS1 children read x5 per week.</p> <p>5. TA leading bespoke phonics groups https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/</p> <p>6. KS2 SAT preparation – reading comprehension strategies and how to answer questions in the test. Small group tuition. https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/</p> <p>7. School is taking part in the EEF's PALs project to support reading through the use of peer tutoring. The cost is to be part of the research project.</p>	<p>3. £375</p> <p>4. £1950 Daily reading in EYFS/KS1 4 hours per week</p> <p>5. £975</p> <p>6. £375</p> <p>7.. £120</p>	<p>100% of non PP made at least expected progress in reading.</p> <p>The Y1 phonics test was not taken due to COVID-19.</p> <p>All PP pupils who have benefitted from all these interventions Y2 – Y5 when tested in Sept 2020 (late testing due to COVID-19) have a reading age which is above their chronological age. This is in line with nonPP pupils.</p>
<p>Children require a lot of adult support. In order to make children more independent and improve the use of collaborative learning further, continue to improve our use of Building Learning Power.</p>	<p>1. Access 'stepping stones' training. https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/collaborative-learning/</p>	<p>1. £240</p>	<p>Pupil premium pupils to access collaborative learning rather than relying on the support of an adult. Learning walks suggest that children have independent learning strategies and that they use collaboration effectively. There is reference to specific PP children making good use of these skills.</p>
<p>Some pupils need additional support to develop secure numeracy skills; mental skills.</p>	<p>1. Mathletics subscription. https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/digital-technology/</p>	<p>1. £40 = 8 x £5 Mathletics subscription</p>	<p>Pupil premium pupils make good progress and achieve as well as their non-pupil premium peers in developing early number skills and numeracy and maths skills at expected or better standard.</p>



	<p>2. SAT preparation – how to answer questions in the test and filling gaps in learning</p> <p>3. First class at number intervention</p>	<p>2. £500 1 hour session per week after school with teacher</p> <p>3. £500</p>	
<p>There is a language gap with some pupils, especially as some pupils also have EAL.</p>	<p>1. TA to work on bespoke language programmes with our younger pupils.</p> <p>2. To improve vocabulary used within the classroom by all children having vocabulary mats which are RAG rated at the start and end of units in all areas of learning.</p>	<p>1. £860</p> <p>2. Subscription to vocabulary Ninja £30, Master the curriculum £50</p>	<p>Pupils' who show a deficiency in their use of language receive bespoke language support to help narrow the gap.</p> <p>Pupils receive regular support around language through clarification of new language, being exposed to challenging vocabulary and consolidation of the correct use of key terminology e.g. greater/less than in maths. This will regularly happen on a 1:1 basis.</p>
<p>Many pupils demonstrate spelling difficulties.</p>	<p>1. Purchase Spelling Shed subscription</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/digital-technology/</p>	<p>1. £30 subscription</p>	<p>Pupil premium pupils make good progress in spelling and achieve well.</p> <p>Some children now have a spelling age that is higher than their chronological age. Where this is not the case, pupils have made accelerated progress and are rapidly closing the gap between their spelling age and their chronological age.</p>
<p>Some pupils need support to manage their behaviour due to social and emotional difficulties.</p>	<p>2. Golden Book is detailed and child is involved with evaluating own behaviour each day.</p> <p>2. TA released to spent time as required with pupils to work on strategies learnt through Compass Buzz training to support children's SEMH needs and receive 1 day's training (cover provided).</p>	<p>1. £500 TA to complete Golden Book to support children with SEMH needs.</p> <p>2. £500</p> <p>3. £500</p>	<p>Social, emotional and behavioural needs of pupil premium children are met so that they make good academic progress and achieve as well as their non- pupil premium peers.</p>



	<p>3. Children to get to choose forest schools activities/gardening as part of Golden Time in order to support children's mental health and well-being.</p>		<p>School is better equipped to respond to pupils' emotional and mental health issues in school.</p> <p>Children with SEMH needs made at least expected progress. This was recognised in our SIAMS inspection Nov 2019 'Pupils conduct themselves extremely well and play together cooperatively during social time. They develop strong relationships, and listen well to one another and to adults. They can articulate how this behaviour stems from their understanding of the school's vision and values. Individual needs are also well catered for, as seen in the provision made for pupils who felt unable to play outside with others. Parents and staff members talk about how well the school nurtures the wellbeing of all members of the school family.' In July 2020, school attained the Bronze Healthy School Award for pupil well being.</p>
<p>Some children come to school unsettled and without having sufficient food</p>	<p>1. A trial of a breakfast club. To provide a settled start to the day from 8.00am where children can have access to sufficient, nutritious food.</p>	<p>£350</p>	<p>Children have a settled start to the day and therefore are in a better mindset to start learning. Children can concentrate because they are not hungry and therefore make better progress within lessons.</p> <p>This was successful and children had a settled start to the school</p>



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			day. After the trial, school collaborated with the Co-op who then supported the breakfast club with free food. This ran until lockdown. This food was also used to support families in need with additional food, not just breakfast and playtime.
		£10,480	