



Pupil Premium Strategy

Review Statement 2020/2021 and Planned Expenditure 2020/2021

Review 2019 2020			
1. Summary Information of Allocation 2019 2020			
School:	Camestone School	Total number of pupils:	407
Date of previous PP review:	October 2019	Number eligible for PPG:	54
Date for review of this Strategy:	October 2020	Number eligible for LAC funding:	2
		Number eligible for service funding:	0
		£/per pupil PPG = £1,320	Total: £71,280
		LAC	Total: £2,200

2. Review of expenditure 2020/2021

Quality First Teaching

Intended Outcome	Approach	Measured Impact	Lessons Learned for 2020/2021
<p>Good pupil outcomes.</p> <p>£750</p>	<p>Invest in teacher and TA training that improves Quality First Teaching, including subject specific training, metacognition and inclusive strategies e.g. Diamond training for English and Maths leads and whole school training by Michelle Sogga on outdoor learning.</p> <p>Continue the review cycle for Pupil Premium children through PP pupil progress meetings termly.</p>	<p>Key learning from training is shared with relevant staff.</p> <p>Monitoring by SLT and subject leaders provided evidence that improvements in QFT are in place.</p>	<p>This approach will continue in 2020 2021</p>
<p>Raise standard of spoken English for pupils who are disadvantaged by poor language skills.</p> <p>£640</p>	<p>Lift Off to Language and Fantastic Foundations (training January 2020) are used to raise standards in language and communication across Foundation Stage and Year 1.</p>	<p>Both initiatives were partially implemented and beginning to impact practice in FS and Year 1.</p>	<p>This approach will continue in 2020 2021</p>

<p>All children deemed LAC are well supported via personal education plans through the year.</p> <p>£300 (towards full cost)</p>	<p>Designated LAC teacher (Looked after children). Plans are clearly written and appropriate support is in place.</p> <p>During partial closure, LAC children attended school.</p>	<p>Positive feedback from the Local Authority LAC team and Foster carers.</p> <p>Well targetted support enables LAC children to thrive.</p>	<p>This approach will continue in 2020 2021</p>
<p>Raising the attainment of Pupil Premium and Pupil Premium SEN children so that the gap closes between levels of attainment and national expectations for disadvantaged pupils.</p> <p>£41,308</p>	<p>Teaching Assistants provided focused support interventions: Lift off to Language, Kaleidoscope and ongoing interventions to address gaps in learning. Up to 5 hours per week per class of TA support to be dedicated to specific intervention / support of PP pupils.</p> <p>Enhancement of reading and maths resources – contribution to subscription for example Bug Club, Nussy, TT RockStars.</p>	<p>Intervention evaluations up to the partial closure of schools 20th March 2020, detailed impact on pupil attainment and/or attitudes to learning.</p>	<p>This approach will continue in 2020 2021</p>

Targeted support

Intended Outcome	Approach	Measured Impact	Lessons Learned for 2020/2021
<p>Improve outcomes in Maths for Pupil Premium children who are not making expected progress or show the potential to make better progress.</p> <p>£2025 Autumn 19 Spring 20 £1521 Summer 20</p>	<p>Third Space Maths 1:1 online tutoring interventions in termly blocks (Autumn 2, Spring and Summer) for targeted pupils who are vulnerable to not making expected progress for a range of reasons. Target Year 6 then Year 5 pupils.</p> <p>In all year groups:</p> <ul style="list-style-type: none"> - Raise the profile of mental maths and improve outcomes through KIRFs - Trial the PACE approach to Maths to improve metacognition and Maths literacy - Promote the use of TT Rockstars within school. 	<p>10 children in year 6 and 7 in Year 5 have accessed Third Space this year. 5 children are in receipt of PP</p> <p>Spring 2020 (Y6 children) - New knowledge learnt. Child 1 - 17% learnt, Child 2 - 18% learnt, Child 3 - 26% learnt, Child 4 - 41% learnt.</p>	<p>This approach will continue in 2020 2021</p>
<p>To support children and families where there are issues that can present barriers to learning.</p>	<p>Contribution to cost of Family Support Worker . Current priority areas include:</p>	<p>Family Support Worker supported 72% of our Pupil Premium children with either social groups or 1:1 work.</p> <p>Additional 1:1 support provided for pupils and families.</p>	<p>This approach is invaluable and will continue in 2020 2021</p>

<p>£19,418</p>	<ul style="list-style-type: none"> ● Liaison with families to assist with overcoming barriers to learning. ● Improving attendance and punctuality. ● Develop targeted behavioural interventions. ● Support with emotional barriers to learning. ● Run social groups for children. ● Emotional and wellbeing support. ● Signposting families to other agencies, including mental health. ● Parenting workshops. 	<p>Supported transition between schools, including Secondary.</p> <p>During the partial closure of schools the Family Support Worker contacted vulnerable families on a weekly basis to provide ongoing support. As a result, parents felt well supported and engaged well with the school. The vast majority of those pupils returned to school in September confidently and with good attitudes to learning.</p>	
<p>To maintain the improved attendance of Pupil Premium children.</p> <p>£1,578</p>	<p>Continue with the effective strategies currently used, including rapid response to poor attendance, before school activity club, a consistent approach to authorising absence for holiday and rewards for improved attendance.</p>	<p>The morning activity club has had a positive impact on improving the attendance of disadvantaged pupils and lowering the total of persistent absence.</p>	<p>Due to covid-19 this approach is suspended.</p>

<p>To support pupils well being and improve social and emotional aspects of learning.</p> <p>To reduce behaviour incidents at lunchtimes and improve attitudes to learning on return to class.</p> <p>£5,981</p>	<p>Additional lunchtime staff to enable:</p> <p>Computer Club. Adapted routines. Special responsibilities 1-1 and small group support.</p>	<p>The Bug Club sessions are very well attended and they provide an opportunity for pupil premium pupils to read regularly.</p> <p>Increased wellbeing of pupils in need and positive impact on behaviour for all pupils during lunchtime.</p>	<p>This approach will continue in 2020 2021</p>
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Other approaches 2019 2020			
Intended Outcome	Approach	Measured Impact	Lessons Learned for 2020/2021
<p>Improve pupils ability to recognise, name and regulate emotions.</p> <p>Help to prevent mental health issues that impact on learning and wellbeing.</p>	<p>Mind Map whole school approach to developing emotional literacy. Training on 12th December 2019 followed by demonstration lessons and workshops with every class in January 2020. Weekly Mind Map sessions will take place in every class delivered by teaching staff.</p> <p>September update: all staff have had update training</p>	<p>Children are beginning to use the associated language to express emotions and discuss these.</p> <p>A parent workshop was exceptionally well attended and feedback from parents is very positive about the impact Making Me is already having on their children.</p>	<p>This approach is invaluable and will continue in 2020 2021</p>

	for Making Me (previously Mind Map)		
<p>Increase opportunities for cultural and social experiences for Pupil Premium pupils.</p> <p>Ensure that Pupil Premium children have opportunities to develop personal skills and characteristics in the wider curriculum and beyond the school day.</p>	<p>Subsidise trips and residential visits to support children in broadening their life experiences.</p> <p>Continue with the Pegasus Award for Key Stage 2 pupils. Support for Pupil Premium children to complete experiences.</p>	<p>Trips and residential visits unable to go ahead due to covid-19.</p> <p>Increased pupil confidence, self-esteem and resilience through targets and activities achieved through the Pegasus Award.</p>	
<p>To be able to respond to unforeseen needs that create barriers to learning and wellbeing. £142.50</p>	<p>Contingency fund, to be used flexibly as need arises.</p>	<p>Quality story magazine subscription (delivered direct to homes) for all PP pupils up to Year 4 during partial closure of schools broadened reading opportunities during partial closure.</p>	

3. Barriers to learning 2020 2021

In school barriers (Issues to be addressed in school)

A significant proportion of EAL across the school - 27% 40% of our Pupil Premium also have English as an additional language.

A range of family issues are having an effect on their academic progress.

A significant number of pupil premium children have complex behaviour and social and emotional needs.

A significant proportion of the families reporting inadequate IT for remote learning are PP

15% of Pupil Premium pupils are also on the SEND register, (whole school 10%)

2 out of the 9 pupils with EHCPs are Pupil Premium. (22%)

External Barriers (Issues which also require action outside of school)

72% of Pupil Premium children are supported by our Family Support Worker.

4. Desired outcomes 2020 2021

	Desired Outcomes and how they will be measured	Success Criteria
1.	Improved outcomes for SPL, Maths and Physical areas of development in FS	Pupils eligible for Pupil Premium in Foundation Stage make rapid progress by the end of the year.
2.	Maintain improved attendance rates for Pupil Premium children.	Monitoring will show clear evidence of interventions and strategies used to promote good attendance for this group or pupils.
3.	Good progress for Pupil Premium and Pupil Premium SEND pupils across the school.	Teacher assessments for Pupil Premium progress will show attainment and progress of Pupil Premium pupils closer to non-Pupil Premium and National.
4.	To increase curriculum enrichment opportunities for pupils.	Pupil Premium pupils will access a range of enrichment activities.
5.	Reduce the impact of family issues on wellbeing and progress.	Children are better equipped to deal with day to day school and home life. Children express higher aspirations when interviewed. Children make equivalent or better progress than non Pupil Premium peers.
6.	Reduce the impact of complex behaviour and social and emotional needs on wellbeing and progress.	Children are better equipped to deal with day to day challenges. Children make equivalent or better progress than non Pupil Premium peers.

6. Allocation 2020 2021			
Summary Information			
School:	Camestone School	Total number of pupils:	408
Date of previous PP review:	November 2019	Number eligible for PPG:	54
Date for review of this Strategy:	October 2020	Number eligible for LAC funding:	0

		Number eligible for service funding:	0
		£/per pupil PPG = £1,345	Total: £72,630
		Post LAC	Total: £4,690
		Total amount of PPG:	£77,320

7. Planned Expenditure 2020 2021

The three headings below enable the school to demonstrate how we are using the Pupil Premium to improve classroom teaching (pedagogy), provide targeted support and support whole school strategies.

Quality First Teaching 2020 2021

Desired Outcome	Chosen approach	What is the evidence for this choice?	How will we ensure it is implemented well?	Cost
Ensure good progress for Pupil Premium children throughout the school.	Invest in teacher and TA training that improves Quality First Teaching, including subject specific training, metacognition and inclusive strategies.	EEF Pupil Premium Guide 2019 states that <i>“Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.”</i>	SLT will ensure that training is disseminated as appropriate and monitor impact through monitoring systems, including work scrutiny, data analysis and lesson observations.	£750

	Continue the review cycle for Pupil Premium children through PP pupil progress meetings termly.	Teachers and TAs need to be fully aware of who their Pupil Premium children are and how to meet their needs.		
Raise standard of spoken English for pupils who are disadvantaged by poor language skills.	Lift Off to Language and Fantastic Foundations (training January 2020) are used to raise standards in language and communication. Both are used for all children in Foundation Stage and for intervention groups in Year 1.	Early intervention (EYFS and Year 1) ensure that pupils are not disadvantaged by poor language skills.	Monitor EYFS and Year 1 data to ensure we are closing any gap between PP and non-PP children in Literacy.	£300
Raising the attainment of Pupil Premium and Pupil Premium SEN children so that the gap closes between levels of attainment and national expectations for disadvantaged pupils.	<p>Teaching Assistants to provide focused support interventions: Lift off to Language, Nessy, Kaleidoscope and ongoing interventions to address gaps in learning.</p> <p>Minimum of 5 hours per week per class of TA support to be dedicated to specific intervention / support of PP pupils.</p> <p>Enhancement of reading and maths resources – contribution to subscription for example Bug Club, Nessy, TT RockStars.</p> <p>The technology available meets the requirements of these interventions.</p>	According to the Sutton Trust, different technology has the potential to enable changes in teaching and learning interactions, such as providing more effective feedback for example, or enabling more helpful representations to be used or simply to motivate children to practise more.	<p>Monitor the progress of children accessing the interventions and resources.</p> <p>Ensure PP pupils have adequate access to IT for both school and home learning.</p>	£44,144

Targeted Support 2020 2021

Desired Outcome	Chosen approach	What is the evidence for this choice?	How will we ensure it is implemented well?	Cost
<p>Improve outcomes in Maths for Pupil Premium children who are not making expected progress or show the potential to make better progress.</p>	<p>Third Space Maths 1:1 online tutoring interventions in termly blocks (Autumn, Spring and Summer) for targeted pupils who are vulnerable to not making expected progress for a range of reasons. Target Year 6 then Year 5 pupils.</p> <p>In all year groups:</p> <ul style="list-style-type: none"> - Raise the profile of mental maths and improve outcomes through KIRFs - Promote the use of TT Rockstars within school. 	<p>The gap between Pupil Premium and non-Pupil Premium in Maths is greater than in other core subjects. The challenges that face individual pupils vary widely and in some cases are best addressed on a 1:1 basis.</p>	<p>Monitoring of teaching and learning.</p>	<p>£3,042</p>
<p>To support children and families where there are issues that can present barriers to learning.</p>	<p>Contribution to cost of Family Support Worker .</p> <p>Current priority areas include:</p> <ul style="list-style-type: none"> ● Liaison with families to assist with overcoming barriers to learning. ● Improving attendance and punctuality. ● Develop targeted behavioural interventions. ● Support with emotional barriers to learning. 	<p>The school's knowledge of the challenges faced by families in our community, both short and long term.</p>	<p>Respond promptly to arising needs and match resources to needs, including signposting external services where appropriate.</p> <p>Monitor the data of Pupil Premium children to ensure that and impact on progress is quickly picked up and addressed.</p>	<p>£19,336.40</p>

	<ul style="list-style-type: none"> ● Run social groups for children. ● Emotional and wellbeing support. ● Signposting families to other agencies, including mental health. ● Parenting workshops. 			
To maintain the improved attendance of Pupil Premium children.	Continue with the effective strategies currently used, including rapid response to poor attendance, before school activity club, a consistent approach to authorising absence for holiday and rewards for improved attendance.	Strategies have proved effective in reducing absence.	Termly attendance reports.	£1,971.60
To support pupils well being and improve social and emotional aspects of learning. To reduce behaviour incidents at lunchtimes and improve attitudes to learning on return to class.	Additional lunchtime staff to enable: Computer Club. Adapted routines. Special responsibilities 1-1 and small group support.	A number of pupil premium pupils with social, emotional, wellbeing and behaviour issues, which manifest in less structured times.	Regular monitoring by members of the Inclusion Team.	£6,026

Other approaches 2020 2021

Desired Outcome	Chosen approach	What is the evidence for this choice?	How will we ensure it is implemented well?	Cost
<p>Improve pupils ability to recognise, name and regulate emotions.</p> <p>Help to prevent mental health issues that impact on learning and wellbeing.</p>	<p>Mind Map whole school approach to developing emotional literacy. Training on 12th December 2019 followed by demonstration lessons and workshops with every class in January 2020. Weekly Mind Map sessions will take place in every class delivered by teaching staff.</p>	<p>Recommendations from other schools who have undertaken the program. Identified need in school, particularly among pupils at risk of exclusion, for support for regulating emotions and preventing escalating behaviours.</p>	<p>Monitor red cards and exclusions. Interview pupils about wellbeing.</p>	<p>Fundraising event for Mind Map charity.</p>
<p>Increase opportunities for cultural and social experiences for Pupil Premium pupils.</p> <p>Ensure that Pupil Premium children have opportunities to develop personal skills and characteristics in the wider curriculum and beyond the school day.</p>	<p>Subsidise trips and visits to support children in broadening their life experiences.</p> <p>Continue with the Pegasus Award for Key Stage 2 pupils. Support for Pupil Premium children to complete experiences.</p>	<p>National studies provide evidence that cultural capital is vital to improving education outcomes for Pupil Premium children.</p>	<p>All teachers and leaders will be responsible for ensuring that visits and events are of relevance, broaden experiences and are of good quality.</p> <p>Pupil Premium children will be targeted for financial support if this is a possible barrier to engaging with the full range of extended opportunities, including trips and clubs.</p>	<p>£750</p>
<p>To be able to respond to unforeseen needs that create barriers to learning and wellbeing.</p>	<p>Contingency fund, to be used flexibly as need arises.</p>	<p>Unexpected circumstances can impede progress and impact wellbeing. A rapid response can mitigate the impact.</p>	<p>Review the effectiveness of spending through the Pupil Premium report.</p>	<p>£1,000</p>

Covid catch-up funding 2020 - 2021			
Autumn Term	£8,200		
Spring Term	£10,840		
Summer Term	£13,600		
		Total amount of Covid catch-up funding:	£32,640

Desired Outcome	Chosen approach	How will we ensure it is implemented well?	Cost
<p>Intensive support provided to individual pupils to improve their ability to recognise, name and regulate emotions.</p> <p>Help to prevent mental health issues that impact on learning and wellbeing.</p>	Purchase twenty individual licences for the Emotional Resilience Desty Programme.	<p>Monitoring by members of the Inclusion Team.</p> <p>Interview pupils about wellbeing.</p> <p>Impact reviews conducted by our Family Support Worker.</p>	£900
<p>Textbooks and online resources to support the recovery curriculum.</p> <p>Close gaps in attainment, due to missed learning</p>	<p>School to purchase CGP textbooks to support English and Maths teaching and learning in school and at home for Years 2 to 6.</p> <p>School to purchase online learning tools to support English and Maths teaching and learning in school and at home. (White Rose Maths and Sir Linkalot - spelling)</p>	<p>Feedback from pupils, parents and staff.</p> <p>Monitoring of teaching and learning.</p> <p>Pupil engagement with home learning and when back in school.</p>	£3,555.95

opportunities as a result of the partial closure of schools.			
Raising the attainment of pupils, due to missed learning opportunities as a result of the partial closure of schools.	Additional staff to provide targeted interventions across the school.	Monitor the progress of children accessing the interventions and resources.	£25,435
Compliance with Covid risk assessment - Sharing of resources is vastly reduced.	Purchase additional resources to ensure pupils have individual relevant equipment to support learning in their bubbles.	Regular monitoring of the covid risk assessment by members of the Leadership Team, to review how successful we are at preventing the spread of covid. Monitoring of teaching and learning.	£2,749.17