

Pupil premium strategy statement (primary) - Covid 19 Catch up Premium

1. Summary information					
School	Drake Primary School				
Academic Year	20/21	Total PP budget	£19695 Currently received £8100	Date of most recent PP Review	April 2020
Total number of pupils	418	Number of pupils eligible for PP	47 (11%)	Date for next internal review of this strategy	April 2021

2. Current attainment – using school progress measures.		
KS1	<i>Pupils eligible for PP (9)</i>	<i>Pupils not eligible for PP (national average) Last year's data as none available for this year.</i>
% KS1 pupils achieving reading, writing and maths at the end of year 2 children)	50%	75%
% All pupils making expected progress in reading	75%	78%
% All pupils making expected progress in writing	50%	73%
% All pupils making expected progress in maths	75%	79%
KS2	<i>Pupils eligible for PP (9)</i>	<i>Pupils not eligible for PP (national average)</i>
% KS2 pupils achieving reading, writing and maths at the end of year 6 children)	13%	69%
% All pupils making expected progress in reading	33%	76%
% All pupils making expected progress in writing	40%	82%
% All pupils making expected progress in maths	13%	82%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Children have fallen behind their peers due to Covid 19 lockdown. There are big gaps between children in English and Maths across different year groups.

B.	Time for children to catch up the gaps before the end of the year,	
External barriers		
C	Mental Health and well- being due to Covid 19 impact on children.	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	For children who have had limited learning experiences during school closures due to Covid to have received high quality teaching which results in closing gaps between them and their peers in English and Maths – this will be measured with diagnostic analysis of NFER testing results, SATS papers and teacher assessment activities.	Children to work with a qualified teacher to close the gaps in Years 6,5,3 and 2. Spring board sessions carried out with Year 6 daily Maths intervention session Year 6 three times a week Year 2 phonics sessions daily
B.	For children to receive regular targeted interventions which are tailored to their needs from a qualified teacher.	Timetable for intervention teacher to be drafted. Records of attendance Record of closed gaps for all children.
C.	Mental Health of Children who did not return to school during the Summer term opening to settle back into learning in the classroom with confidence	Children's attendance will be above 95% Children will have weekly sessions for well-being and dealing with change due to Covid Ensuring Forest School access for year groups with high numbers of vulnerable children.

5. Planned expenditure

Academic year

2020 - 2021

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.

i. Quality of teaching for all

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?
For children who have had limited learning experiences during school closures due to Covid to have received high quality teaching which results in closing gaps between them and their peers in Reading and Maths	Qualified teacher to be employed Use of Fresh Start, Springboard and PM benchmarking to support the learning	A teacher will be able to differentiate to the needs of the children and understand the expectations of the year groups. The teacher will be able to monitor the learning, feedback to the class teachers the progress and work independently. The teacher will understand the importance of transitioning back into class from working in a small group.	<ul style="list-style-type: none"> Phase team leaders will be responsible for overseeing the deployment of the teacher. Assessment data will be collected half termly Regular feedback from class teachers about how well the children are transferring skills into the classroom. 	Phase Team Leaders/ English and Maths Leads	SLT
For children to receive regular targeted interventions which are tailored to their needs from a qualified teacher.	A weekly timetable for the intervention teacher is created so that all staff are aware where they are working. Programmes will be used that have been shown to have impact on children's development in Maths and Reading	Timetable for the teacher shows the importance of their role and that they are not to be taken for cover etc. Programmes that are used across English schools and have a positive impact on the children's learning such as springboard and Fresh Start mean that with the skilled delivery the children are being given the best opportunities to engage and develop in their learning.	<ul style="list-style-type: none"> Feedback from class teachers and intervention teacher Monitoring by phase team leaders Feedback from the children around their confidence and enjoyment of different subjects. 	Phase Team Leaders/ English and Maths Leads	SLT
Mental Health of Children who did not return to school during the Summer term opening to settle back into learning in the classroom with confidence	Well-being lessons planned in all classes including opportunities to talk where necessary. Time at Forest Schools for more vulnerable year groups/ early years experiences for Year 1 and Reception	This will ensure the children have a time to talk about what has gone on, how they have coped and the changes as well as thinking about how things will change and develop over this year. Giving Children their early years developmental activities at Forest schools weekly has increased well-being, friendships and confidence in school.	<ul style="list-style-type: none"> Forest School lead to feedback to SLT how well the children are doing Teachers comments around child's well-being on pupil asset. 	Pastoral Team	SLT

Total budgeted cost

£19695

6. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.
Our full strategy document can be found online at: www.aschool.sch.uk