

Pupil premium strategy statement

1. Summary information					
School	Tweeddale Primary School				
Academic Year	2020/21	Total PP budget	£242,100	Date of most recent PP Review	Autumn 2021
Total number of pupils	411	Number of pupils eligible for PP	177	Date for next internal review of this strategy	July 2022

2. Current attainment Yr6 (2019 data – 2020/2021 SATs cancelled)			
FSM-23	Not FSM- 36	Pupils eligible for PP	Pupils not eligible for PP
% achieving in reading, writing and maths		48%	72%
% achieving greater depth in reading, writing and maths		5%	5%
% making progress in reading		2.1	2.2
% making progress in writing		0.3	-1.4
% making progress in maths		1.4	1.2

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 enter school with poor oral language skills and the result is that less children gain GLD in Foundation Stage.
B.	In KS1 the retention of phonic knowledge and independent ability to blend and segment is a barrier to progress in reading and writing
C.	Not enough PP pupils reach the expected standard in Reading, Writing and Maths at the end of KS2
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Attendance rates for some pupils eligible for PP are lower than the expected 96%. This reduces their school hours and causes them to fall behind on average.
E.	Access to external services such as EP and CAMHS is becoming harder to achieve.
F.	Pupil Premium children were less likely to access online learning during The Covid 19 Pandemic lockdowns 1 and 3.
4. Desired outcomes	
	<i>Desired outcomes and how they will be measured</i>
A.	For the gap between Foundation Stage disadvantaged pupils and non-disadvantaged to decrease
	<i>Success criteria</i>
	A greater proportion of pupils are assessed as being at GLD at the end of the Reception year

B.	For the gap between Key stage 1 disadvantaged pupils and non-disadvantaged to decrease	Identified journey from FS to Y2 clearly defined and pupils are targeted in all areas of learning.
C.	To maintain the progress score for Reading and increase it in Writing and Maths. To ensure that a higher percentage of PP pupils reach the expected standard in Reading, Writing and Maths at the end of KS2	Attainment and progress Y2 to Y6 clearly defined and pupils are targeted and assessed throughout to ensure interventions have the intended impact.
D.	For more PP pupils to reach the expected attendance rate of 96%	Reduce the % of pupils below the 96% attendance rate. For those remaining below expected have an action plan to increase attendance in both the long and short term
E.	For more pupils to be able to access external services as/when required	All children who need a CAMHS or EP assessment are seen within one academic year
F.	For the gaps in learning through the pandemic to be reduced due to in school initiatives.	Catch up funded Pixl interventions.

5. Planned expenditure

Academic year

2021/22

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 more EYPP pupils to be working at GLD at the end of the Reception year	<p>EYFS lead monitors progress of EYPP pupils across Nursery/Reception</p> <p>EYFS lead to produce data presentation to present to other staff including info on EYPP pupils including lowest 20% across Rec</p> <p>EYPP pupils identified on planning</p>	<p>As a member of SLT the EYFS lead is able to monitor the progress of these pupils</p> <p>Enables teaching staff to be clear about needs of EYPP pupils</p>	<p>EYFS lead reports regularly to SLT and LGB regarding progress of EYPP pupils</p> <p>Support from English Hub – Phonics training for all FS and KS1 staff</p>	<p>EYFS lead (SLT)</p> <p>Phonics lead</p>	July 2022
For the gap between Key stage 1 disadvantaged pupils and non-disadvantaged to decrease	KS1 lead, AHT & DHT monitors progress of PP pupils across Ys1-2	<p>As a member of SLT the KS1 lead is able to monitor the progress of these pupils</p> <p>Y1 / 2 phonics scores incl Y2 Nov 2020 Y2 SATs results May 2021</p>	KS1 lead reports regularly to SLT and Governors regarding progress of PP pupils in KS1	KS1 lead phonics leader	July 2022
For a greater percentage of PP pupils to reach the expected standard at the end of KS2	<p>KS2 lead & DHT monitors progress of PP pupils across Ys3-6</p> <p>DHT, AHT (T&L) & AHT (Inclusion) monitor progress of PP pupils across the school</p>	<p>As a member of SLT the KS2 lead is able to monitor the progress of these pupils</p> <p>Attainment & progress of disadvantaged pupils is a focus this year and is part of PMR for all staff</p>	KS2 lead reports regularly to SLT and Governors regarding progress of PP pupils in KS2	<p>UKS2 lead AHT (T&L)</p> <p>DHT AHT</p>	July 2022
To further improve the progress score for Writing for PP pupils at the end of KS2	LKS2 lead, UKS2 lead and English Subject Leader monitor progress of PP pupils across the school	<p>Writing progress score is still below 0.0 and needs to be targeted</p> <p>GLT writing scheme introduced and regularly monitored in Yr6</p>	KS2 lead and English Subject Lead report regularly to SLT and Governors regarding progress of PP pupils across the school	<p>AHT (T&L)</p> <p>GLT</p>	July 2022

ii. Targeted support

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 more EYPP pupils to be working 'at goal' in writing at the end of the Reception year	<p>Early Years LSA's to deliver relevant interventions. NELI</p> <p>Speech and language groups in Nursery and Reception to be teacher led</p> <p>Additional phonics keep up sessions for children assessed as below expected standard.</p>	Additional high quality teaching and learning enhances progress and attainment. Gives opportunity for gap analysis and interventions to fill these and progress learning pathways.	<p>Inclusion lead reports regularly to SLT and Governors regarding the success of interventions across the school.</p> <p>Regular reassessment of interventions.</p>	AHT (Inclusion) FS lead KS1 lead	July 2022
For the gap between Key stage 1 disadvantaged pupils and non-disadvantaged to decrease	<p>LSA's to deliver relevant interventions, target reading, precision teaching, numbers count, Pixl and talking partners.</p> <p>Additional phonics sessions for children assessed as below expected standard.</p>			AHT (Inclusion)	July 2022
<p>For a greater percentage of PP pupils to reach the expected standard at the end of KS2</p> <p>To further improve the progress score for Writing for PP pupils at the end of KS2</p>	Use of additional group and PiXL group tuition and booster teaching to accelerate learning and secure concepts, attainment and progress.			AHT (Inclusion)	July 2022
iii. Other approaches					
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 more PP pupils to reach the expected attendance rate of 96%	Use of FLO to monitor pupils and follow up quickly on absences. First day response provision. Attendance rewards in place. Use of family Liaison	We can't improve attainment for children if they aren't actually attending school. Social needs for families cause stress and non-engagement in education, housing affects attendance through journey times and health.	GLT Attendance Officer, Inclusion Leader, FLO, Headteacher will collaborate to ensure provision and standard school processes work smoothly together.	GLT FLO AHT (Inclusion)	July 2022

	Officer to improve outcomes for families; e.g. housing, debt management, finance, relationships, parenting etc				
For more pupils to be able to access external services as/when required	Use of additional EP purchased time, and FLO access to clinical nurse specialist to support CAMHS referrals	Early identification of mental health and wellbeing and learning needs prevents ongoing poor progress, attainment, engagement and attendance	Close work between Inclusion Lead and FLO to identify children through data from assessment and attendance, analysis of improvements in attainment and progress	FLO AHT (Inclusion)	July 2022

6. Review of provision

Previous Academic Year

2018-19 (2020 and 2021 assessment cancelled due to school closure for COVID 19 restrictions)

Early Years

Early Years data- All - GLD 62% (-5%) Disadvantaged GLD 54% (+4%) _ Gap has closed from 2017/18

Nursery – All 61% (+9%)% , disadvantaged 71% (+26%) Very small cohort for PP, at expected level 30-50+ in all 12 areas for GLD

Y1 Phonics

- The percentage of pupils achieving the expected standard in phonics was 67% (-10%), disadvantaged 55%.(-2%)

Y2 Phonics (combined scores for year 1 in 2018 and retakers in 2019)

- The percentage of pupils achieving the expected standard in phonics was 85% (-8%), disadvantage 75% (-14%)

Key stage 1:

- The percentage of pupils achieving the expected standard in Reading was 67% (+1%), disadvantaged 54% (+2%)
- The percentage of pupils achieving the expected standard in Writing was 60% (+3%), disadvantaged 46% (+5%)
- The percentage of pupils achieving the expected standard in Maths was 68% (+2%), disadvantaged 54% (-5%)

Key stage 2:

- The percentage of pupils achieving the expected standard in Reading, Writing & Maths 66% (+5%), disadvantaged 48% (-6%)
- The percentage of pupils achieving the higher standard in Reading, Writing & Maths combined was 5% (-4%,) disadvantaged 5% (=).
- Average scaled score in reading 105 (+1), disadvantaged 102 (-1)
- Average score in maths was 104 (=), disadvantaged 102 (=)
- Average score in GPS was 105 (-1), disadvantaged 101 (-1)
- Progress scores for Reading were 2.2 (+1.9), disadvantaged 2.1 (+1.3)
- Progress scores for Writing were -0.7 (-0.2), disadvantaged 0.3 (+0.2)
- Progress scores for Maths were 1.3 (+0.5), disadvantaged 1.4 (+1)

Issues for consideration:-

Raising the percentage of pupils who achieve the expected standard in Reading, Writing & Maths combined

Continue to improve the progress score for Writing and maintain results in Maths and Reading.

Continue to improve Literacy and maths in the Foundation Stage

7. Additional detail

PP expenditure can be found on the website.

School -led Tutoring provision for 2021/22 to target

