

Pupil Premium Strategy Statement (Primary)

| 1. Summary information | | | | | |
|-------------------------------|---------------------------|---|---------------------------------|---|----------|
| School | Martinshaw Primary School | | | | |
| Academic Year | 2020-21 | Total PP budget | Apr20-Mar21 - £38,625 | Date of most recent PP Review | Nov 2020 |
| | | Total Estimated Cost | £38,625 | | |
| Total number of pupils | 205 | Number of pupils eligible for PP | 25 (as per January census 2020) | Date for next internal review of this strategy | Oct 22 |

| 2. Current attainment (KS2) | | | |
|--|--|---|--|
| 4 children in Yr 6 2020 | | <i>Pupils eligible for PP (your school)</i> | <i>Pupils eligible for PP (national average)</i> |
| % achieving in reading, writing and maths | | No data due to Covid | No data due to Covid |
| % achieving expected standard in reading | | | |
| % achieving expected standard in writing | | | |
| % achieving expected standard in maths | | | |

| 3. Barriers to future attainment (for pupils eligible for PP, including high ability) | |
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| In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>) | |
| A. | To improve comprehension skills resulting in more children attaining the 'Expected' and 'Greater Depth' Standards in national tests |
| B. | To improve mastery in maths resulting in more children attaining the 'Expected' and 'Greater Depth' Standards in national tests |
| External barriers (<i>issues which also require action outside school, such as low attendance rates</i>) | |
| C. | To improve mental health and well-being |
| D. | Attendance for a few children eligible for Pupil Premium is below the whole school target of 97% |

| 4. Desired outcomes | | |
|---------------------|--|---|
| | <i>Desired outcomes and how they will be measured</i> | <i>Success criteria</i> |
| A. | Improved comprehension skills by more teaching of the skills to understand text, especially inference and deduction. | <ul style="list-style-type: none"> Children make expected progress (2 points per term using school assessment system) across all year groups |

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| | | <ul style="list-style-type: none"> Improved YR 6 SATs results, where PP data is above national data in RWM. |
| B. | Mastery teaching (through quality fluency, reasoning and problem solving) ensures children gain an improved understanding of maths. | <ul style="list-style-type: none"> Children progress by 2 points per term (school assessment system) across all year groups Improved YR 6 SATs results |
| C. | ELSA used for 3 afternoons per week to support children with anxieties and worries. In addition, there will be whole class additional activities aimed at improved mental health and well being. | <ul style="list-style-type: none"> Improvement in self-esteem and general well-being. |
| D. | Attendance improves for identified pupils eligible for PP with attendance below 90% | <ul style="list-style-type: none"> Attendance for all PP children is above 90%, with the average being above 93% |

| 5. Planned Expenditure | | | | | |
|--|---|--|---|------------------------------------|-------------------------------------|
| Academic Year | | 2020-21 | | | |
| The three headings below enable schools to demonstrate how they are using Pupil Premium classroom pedagogy, provide targeted support and support whole school strategies | | | | | |
| i. Quality teaching for all children | | | | | |
| 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 |
| Improved comprehension skills by more teaching of the skills to understand text, especially inference and deduction. | Whole school approach to reading including guided & shared reading, class book reading, weekly guided comprehension (KS2), one to one reading (all school staff & volunteers), reading initiatives e.g. book week, visiting authors & Premier League Primary Stars. Monitor progress and attainment through regular assessments/tests and pupil progress meetings. Support staff will teach a small group (1 hr daily) containing children eligible for PP. Some of this will be financed by the PP+. | EEF Toolkit demonstrates the positive impact of Quality First Teaching in classrooms. This starts by ensuring all staff have high expectations of all children – ‘A rising tide floats all boats’. We invest some of the PP in longer term strategies which will help all pupils. Very specific targeted support (via LSA/TA) will highlight and target gaps in learning quickly. Intended cost 7 (classes) x 5 (days) x £13 x 38 (weeks) = £17,290 | CPD training for all teachers Purchase of materials (e.g. Rising Stars Reading for the More Able & Cracking Comprehension) to support the teaching & assessing of reading. Learning Walks and Lesson Observations of reading Performance Management of teachers linked to development of reading. | S. Euden N. Elson & W. Green | Termly |
| Mastery teaching (through quality fluency, reasoning and problem solving) ensures children have an improved understanding of maths. | Whole School Approach to teaching maths with more emphasis on place-value, calculation, fluency, reasoning and problem solving. Monitor progress and attainment through regular assessments/tests and pupil progress meetings. | EEF Toolkit demonstrates the positive impact of Quality First Teaching in classrooms. This starts by ensuring all staff have high expectations of all children – ‘A rising tide floats all boats’. We invest some of the PP in longer term strategies which will help all pupils e.g. Rising Star half-termly maths assessments. | CPD training for all teachers Purchase of materials to support the teaching & assessing of maths. Learning Walks and Lesson Observations of maths lessons Performance Management of teachers linked to development of maths. | C.Brown & N. Elson | Termly |
| Estimated Cost | | | | | £17,290 |

| ii. Targeted Support | | | | | |
|--|---|--|--|------------------------------|----------------|
| To improve mental health and well-being. | Emotional Literacy Support Assistant (ELSA) to support PP children (& non PP children) during 4 afternoons a week. | Children have mental health issues just like adults. We have found that some of our PP children struggle more with this. Specialist nurturing and counselling can have significant positive impacts. £16.50 per hour 16.50 x 4x 2.25 x 38= £5643 | ELSA was trained by the LA's Educational Psychology Dept. She attends termly meeting/training led by the LA. HT to M&E. Teachers, parents/carers and children give feedback. Concise written reports. SENDCo, HT & PSHCE leader will monitor teaching and learning via obs, learning walks, work scrutinies & pupil interviews/questionnaires. | S. Flude | Termly |
| Attendance improves for identified pupils eligible for PP with attendance below 90%. | Weekly class attendance certificate if 100%. HT monitors attendance (& punctuality), weekly. Parents/carers contacted if below 90%. | National statistics show that there is a direct correlation between attendance, academic success and salary scales. | The headteacher monitors attendance weekly. This is reported termly to the governors. | N. Elson | Weekly |
| Improve reading, writing and maths progress and attainment for PP & non PP children. | Regular and frequent morning interventions (8.30am-9.00am). At least one PP child will be in each group. | Bespoke small group interventions (led by TAs/LSA) in the morning when children's concentration is at its best. £6.50 (½ hour) x 8 x 190 = £9880 | Teachers M & E half termly. SENCo and headteacher will drop into interventions once a month. If the intervention hasn't had the intended benefits, it is stopped and another intervention starts. | Teachers, SENCo & N. Elson | Half termly |
| To close the gap (in RWM) of LAC child from the City of Leicester. | Apply for one to one funding for child for a daily English and maths lesson. If funding is accepted, the child will receive 2 hours of extra support for maths & English. | National statistics show that 21% of LAC children attain the expected standard in reading, writing & maths. Our aim is for our LAC children to attain the expected standard in RWM at the end of EYFS. £0 funded by PP+ via Leicester City Virtual School. | Headteacher to monitor teaching & learning in class. Books & test data to be scrutinised closely. | N. Elson & Eng/Maths Leaders | Half termly. |
| Estimated Cost | | | | | £32,813 |
| iii. Other Approaches | | | | | |
| To enthuse children by increasing life experiences in school and out of school. | Pay for interesting and inspiring people to come into school to talk/demonstrate. Those | Interesting and inspiring individuals/activities can motivate and bring the curriculum to life. £2000 | The school will pay for a variety of experiences which include a visit by the National Space Centre with their planetarium, a visit by a Viking, an Egyptian, a Roman, a volcanologist, a | SMT | Termly |

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| | children eligible for PP also have their trips paid for. | | meteorologist and authors. This will be dependent on the Covid restrictions. | | |
| To improve belonging and self-confidence. | School will provide one item of school uniform per year. | Psychological research for individuals who feel that they belong to a group/organisation are happier and work better. £500 | Admin staff monitor (SIMs) uniform uptake and contact parents/carers if they haven't had a piece of clothing. | Admin & N. Elson | Annually |
| To increase the love of reading, so improving academic outcomes. | Purchase specific genres of books which interest PP children. | Children read more if they enjoy the subject matter they are reading. Those children who read more, become better readers. £ 3142 | Reading charts on walls in classrooms show frequency of children reading at home. Data will show attainment. | Weekly – reading chart (Class teacher). Data – termly - N Elson | Weekly and termly |
| Improve swimming & water confidence resulting in 25m attainment. | Pay for extra swimming instructor (4 instead of 3). Extra smaller swimming group will have at least one PP child in. | Smaller groups allows the instructor to monitor the progress of the individual better, resulting in more bespoke instruction. £17 x 10 = £170 | Headteacher leads the swimming sessions, so monitors the quality of instruction. | N. Elson | Weekly |
| Estimated Cost | | | | | £5812 |
| Total Estimated Cost | | | | | £38,625 |

| 6. Review of expenditure | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|--|---|--|---------|---------|-------|---|--|--|--|---|--|--|--|---|--|--|--|---|--|--|--|---|--|--|--|---|--|--|--|--|---------|
| Previous Academic Year | | 2019-20 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| i. Quality of teaching for all | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Desired outcome | Chosen action/approach | Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | Lessons learned (and whether you will continue with this approach) | Cost | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Improved comprehension skills by more teaching of the skills to understand text, especially inference and deduction. | <p>Whole school approach to reading including guided & shared reading, class book reading, weekly guided comprehension (KS2), one to one reading (all school staff & volunteers), reading initiatives e.g. book week, visiting authors & Premier League Primary Stars.</p> <p>Monitor progress and attainment through regular assessments/tests and pupil progress meetings.</p> <p>Support staff will teach a small group (1 hr daily) containing children eligible for PP. Some of this will be financed by the PP+.</p> | <p>It wasn't possible to review attainment or progress as there wasn't any end of year data due to the Covid lockdown arrangements.</p> <table border="1"> <thead> <tr> <th>Year Group</th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>1</td> <td></td> <td></td> <td></td> </tr> <tr> <td>2</td> <td></td> <td></td> <td></td> </tr> <tr> <td>3</td> <td></td> <td></td> <td></td> </tr> <tr> <td>4</td> <td></td> <td></td> <td></td> </tr> <tr> <td>5</td> <td></td> <td></td> <td></td> </tr> <tr> <td>6</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> | Year Group | Reading | Writing | Maths | 1 | | | | 2 | | | | 3 | | | | 4 | | | | 5 | | | | 6 | | | | <p>Reading and in particular comprehension skills has always been a priority at Martishaw. During the lockdown, comprehension was a key skill focused on. The majority of the children didn't return to school until sept 2020, so there wasn't any data to review. The aim will be to broadly assess reading skills in October 2020, with a more detailed review of attainment in Dec 2020.</p> <p>There have been no volunteers in school from Feb 2020 to support children with their reading.</p> <p>Comprehension skills has been a focus for online learning and the majority children have completed the tasks. It's unclear how much support the children had from their parents/carers.</p> | £18,240 |
| Year Group | Reading | Writing | Maths | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| 6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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| Mastery teaching (through quality fluency, reasoning and problem solving) ensures children have an improved understanding of maths. | Whole School Approach to teaching maths with more emphasis on place-value, calculation, fluency, reasoning and problem solving. Monitor progress and attainment through regular assessments/tests and pupil progress meetings. | There was more evidence of calculation, fluency, reasoning and problem solving in books up to March 2020. The Test Base took place in Jan 2020 (as planned), but the end of year assessments didn't due to children not being in school. | A greater focus on calculation, fluency, reasoning and problem solving was having a positive impact on the children's use of number. During the March – July lockdown, mastery and reasoning was taught, but it wouldn't have had the same impact as being taught in school. | |
|---|--|--|--|--|

ii. Targeted support

| Desired outcome | Chosen action/approach | Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | Lessons learned (and whether you will continue with this approach) | Cost |
|--|---|--|---|--------|
| To improve mental health and well-being. | Emotional Literacy Support Assistant (ELSA) to support PP children (& non PP children) during 3 afternoons a week. | Children have mental health issues just like adults. We have found that some of our PP children struggle more with this. Specialist nurturing and counselling can have significant positive impacts. | Improving mental health and well being has been a priority for the school for a number of years. This has been a particularly important during the pandemic as more children (and their parents/carers) have struggled with their mental health. The school has been able to support those who were in with their mental health. However, this has been more challenging with those children who have remained at home. Remote online learning activities have been set up support mental health, but it has been difficult to know how much this has really helped children. The return of all children in Sept, 2020, helped many children who had struggled with their mental health during the first lockdown. Class activities were organised to support mental health and the staff and ELSA were available to support those who needed it. | £3,591 |
| Attendance improves for identified pupils eligible for PP with attendance below 90%. | Weekly class attendance certificate if 100%. HT monitors attendance (& punctuality), weekly. Parents/carers contacted if below 90%. | | The majority of the children had to stay at home from mid March as party of the 1 st lockdown. Therefore attendance figures were very low. The frequently of home learning was monitored . 70% of the children completed the home learning set. About 20% completed some home learning but 10% didn't complete any. | £0 |

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|--|---|--|--|-------|
| Improve reading, writing and maths progress and attainment for PP & non PP children. | Regular and frequent morning interventions (8.30am-9.00am). At least one PP child will be in each group. | KS2 data (RWM) for PP children is above the national average for attainment. | No end of year data due to Covid. | £5700 |
| To close the gap (in RWM) of LAC children from the City of Leicester. | Apply for one to one funding for both children for a daily English and maths lesson. If funding is accepted, each child will receive 1 hour of extra support for maths & English. | The gap has reduced further, Our data shows that attainment is now with 6 months of expected attainment. | LAC children were making outstanding progress. They were completing all the work set and it was unclear about the end of year assessments as these could take place. | £7977 |

iii. Other approaches

| Desired outcome | Chosen action/approach | Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | Lessons learned (and whether you will continue with this approach) | Cost |
|--|--|---|---|-------------|
| To enthuse children by increasing life experiences in and out of school. | Pay for interesting and inspiring people to come into school to talk/demonstrate. Those children eligible for PP also have their trips paid for. | Interesting and inspiring individuals/activities can motivate and bring the curriculum to life. | Guest speakers and trips have been very effective in 'bringing the curriculum to life' and engaging children. This will be continued. This has had a very positive impact up to mid March 2020. It is our intention to continue this in the next academic year. | £500 |
| To improve belonging and self-confidence. | School will provide one item of school uniform per year. | Psychological research for those individuals who feel that they belong to a group/organisation are happier and work better. | Children like the authentic Martinshaw school uniform. It increases the sense of belonging and this will continue in the future. This has had a positive impact and will continue in the next academic year. | £350 |
| To increase the love of reading, so improving academic outcomes. | Purchase specific genres of books which interest PP children. | Children read more if they enjoy the subject matter they are reading. | The school will continue to listen to the views of all children including those eligible to PP. Funds will continue to be available to fund specific genres/books. This has had a positive impact and will continue in the next academic year. | £500 |

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| Children participate in more school sports. Children attain 25m unaided swim by end of Yr 4. | School to pay for part or all transport to some sports events. | Children enjoy representing the school in sports events, so increasing participation and skill level. 60% of PP children attain 25m by end of Yr 4. | The children certainly enjoy participating in the sports events. The school would like to participate in more events. Priorities of the curriculum and staffing availability constraints, common in a smaller school, prevents this. It was a real shame the scheduled events for the Summer term didn't happen due to Covid. Children did swim from Sept 19 to Dec 19. Data shows that 50% of PP children attained the 25% standard. | £120 |
| Total | | | | £34,121 |

7. 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