

St Mary's Hampton CE Primary PPG strategy statement 2020-21

Our vision:

We would like the children to leave St Mary's having achieved their academic potential, being physically fit and active and able to treat others as they would wish to be treated – respecting the uniqueness and the dignity of every individual.

Review of 2019-20 PPG strategy

Due to COVID-19, our priorities changed throughout the course of last academic year. All action plans have been reviewed with this in mind.

What Went Well?

- We actively encouraged identified children, eligible for PPG funding, to come into school during lockdown as part of a small bubble. This meant that they had access to quality teacher/ TA input, were able to use school technology and families had respite.
- All children returned for a week before the summer holidays. Children eligible for PPG funding took part in transition activities; they were able to spend time with their friends in smaller groups and as a whole class, during a socially distanced picnic. Parents and children fed back that these activities helped reduce anxiety for their return in September.
- For 2 children, eligible for PPG and with EHCPs, we held Annual Reviews in person. This meant that families who didn't have access to technology were able to contribute.
- We used several different forms of communication to keep the whole school community informed and in touch e.g. class teacher emails, Twitter challenges, Heads' daily thought of the day. All children eligible for PPG took part in activities such as whole class photo messages (class reps led on this and made sure everyone in their community was included).
- Teachers, teaching assistants and/or INCO made weekly phone calls to all children eligible for PPG, to ensure that the families were safe and healthy. From these phone calls, we offered additional support, as needed e.g. teaching assistants and the Social, Emotional, Mental Health support team delivered online curriculum and pastoral sessions.
- To help with home learning, we set bespoke maths and English activities and printed sheets off for families who didn't have access to technology/ didn't have enough devices.
- The admin team supported all children eligible for PPG to get food vouchers and, for some, food boxes.
- Rather than rolling over the 2019-20 PPG plan, we have looked at our new priorities to devise this strategy.

Data:

At the last assessment point (Spring 2020), 3 of the 4 children currently in Year 6 were on track to make expected progress in both reading and maths. 2 were on track to make expected progress in writing. 1 was on track to make expected progress in all 3 areas.

Of the 5 children eligible for PPG funding in Year 2, 4 were on track to make expected progress from their starting points in reading, writing and maths at the last data collection point.

Between September 2019 and lockdown in March 2020, 4 children eligible for PPG funding had persistent absence (below 90%), 1 of these was below 85%.

Our PPG numbers and funding allocation can be broken down as follows:

Number of Ever 6 FSM	29	Number of LAC or Post-LAC	1	Number of EYs (nursery) PPG	2
Ever 6 Funding	£39,005	Funding	£2,345	Funding	£2,690

Total number on PPG register	32	Total funding for KS1/2 (including LAC/Post-LAC)	£41,350	Total funding across whole school, including EYs	£44,040
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What are the main approaches we use to ensure our disadvantaged children make progress and achieve?

- Quality First Teaching – embedding proven teaching and learning strategies in classroom practice
- Targeted small group and 1:1 support – catch up intervention programmes delivered by a qualified teacher and well-trained, experienced teaching assistants
- A focus on good mental health and wellbeing - building learning resilience, receiving social, emotional, mental health support and mentoring

Pupil Premium Grant Allocation 2020/21: £44k

<u>Teaching</u>					
Rationale: The school will focus on Quality First Teaching (QFT) and Continuing Professional Development (CPD) as the first of 3 tiers, suggested by the Education Endowment Foundation (EEF) and the Department For Education (DFE).					
Action <i>What do we want to happen?</i>	Implementation <i>(how, who and when?)</i>	Measuring impact <i>(what data are we going to look at)</i>	Approx cost	Impact <i>(How we will recognise success)</i>	Evaluation notes
Professional development:					
Staff to support each other to become more solution focussed, in professional discussion groups e.g. if a child eligible for PPG isn't making expected progress, what else can we try?	Reminder and embedding of Laughology's FLIP It Thinking model, metacognition skills, learning resilience – Sarah Creegan 29.9.20 Set up and run Teaching and Learning Communities (TLCs) – Autumn term 2020	Write ups from TLC/ pupil progress meetings: Are we developing a 'no excuses' culture? Are staff able to give examples of creative ideas, which have helped children to overcome barriers to learning? Monitoring activities e.g. book looks, learning walks, pupil voice activities: What have staff stopped/ started doing? How is this helping the child?		In the end of year staff questionnaire, 90% are more confident to meet the needs/ overcome barriers for children eligible for PPG.	Mid-year update: End of year evaluation:

<p>Staff to be aware of different types of unconscious bias. To develop a whole school ethos where people are challenging this, in themselves and others</p>	<p>Laughology training 1.9.20 Sarah Creegan – followed up with termly reminders/ catch ups</p>	<p>Whole team reflections, observations of professional discussions, observing the learning journeys of children eligible for PPG: Are staff able to give examples of any deficit views they had? Are they able to say what they did to challenge their own or others' thinking? Is language used in staff, TLC and pupil progress meetings positive and aspirational? Are staff setting appropriately challenging work?</p>	<p>£1k</p>	<p>All children who are eligible for PPG (without additional needs), make at least 3 steps of progress over the year.</p>	<p>Mid-year update:</p> <p>End of year evaluation:</p>
<p>Staff to further understand the importance of Quality First Teaching and having high aspirations/ expectations for children eligible for PPG. To have proven teaching and learning strategies in</p>	<p>Dr Kathryn Kashyap – discussion with INCO Summer 2020 2 sessions of staff training in the spring term– followed up with opportunity to share good practice in the summer term in TLC</p>	<p>Whole team reflections and pupil voice monitoring: Which QFT strategies have been put in place as a result of training? How are these helping children to make good progress?</p>	<p>4-5 Credits</p>	<p>Pre and post session questionnaires – 90% of staff to be fully confident to implement recommended QFT strategies. Pupil voice activity – 90% of children eligible for PPG are able to</p>	<p>Mid-year update:</p> <p>End of year evaluation:</p>

place	meeting			identify ways in which they have been supported to make good progress.	
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<u>Targeted Academic Support</u>					
Rationale: The school will focus on Targeted Academic Support as the second of 3 tiers, suggested by the Education Endowment Foundation (EEF) and the Department For Education (DFE) – this will include both the tracking and delivery of interventions.					
Action <i>What do we want to happen?</i>	Implementation <i>(how, who and when?)</i>	Measuring impact <i>(what we are going to look at)</i>	Approx cost	Impact <i>(How we will recognise success)</i>	Evaluation notes
Interventions:					
Robust assessments of children eligible for PPG, are carried out initially and over time (formative and summative).	Formative assessment CPD session 8.9.20 – Amy Nesbitt Maths and English diagnostic assessments of identified children to take place w/b 7.9.20 - Jo Firmin	Assessment activities: Where are the gaps in learning – for individuals and small groups? Over time, are these gaps being closed?		Monitoring exercises, such as book looks, learning walks, pupil voice, show that children in catch up interventions, eligible for PPG, have work that is well-matched to need i.e. not too easy or difficult.	

<p>Implement proven intervention programmes for St Mary's context and specific pupil need.</p>	<p>Amy Nesbit to research and buy intervention programmes with a proven track record in accelerating progress in maths and English.</p> <p>3x weekly intervention groups with Jo Firmin (a qualified, experienced teacher who is known to the children). Reviewed termly, budgeted for year</p>	<p>Joint assessment discussions between Jo and class teachers; other monitoring activities, such as book looks, learning walks: Are children making progress during intervention sessions? Are new skills, knowledge and understanding being transferred to the classroom? Do books show a clear grasp of key concepts?</p>	<p>Cost of intervention programmes: JF £9k Resource £1.5k Head, Senco, Assistant support £6.5k</p>	<p>Termly teacher assessments show that children are making at least expected progress in Maths and English (1 step per term)</p> <p>At least 80% of children in catch up interventions are working within the expected level at the end of the year.</p>	<p>Mid-year update:</p> <p>End of year evaluation:</p>
<p>Tracking and Impact of Targeted Support</p>					
<p>For the school to develop more efficient tracking and monitoring of individual and group provision and progress.</p>	<p>Sarah Creegan to work with Matt Brown (AFC) to develop a whole school provision map 30.9.20 (At least) termly updates e.g. data input by teachers, RAG rating interventions by TAs, attendance at clubs by admin team – to give a</p>	<p>Analysis of provision map: Are children eligible for PPG making enough progress with their current provision? What more can be done? Is the school getting good value for money, from its PPG funding?</p>	<p>SPARK credits</p>	<p>In the end of year staff questionnaire 90% say that they are more confident to use the provision map to inform QFT, allocating interventions, tracking progress. All children eligible for PPG are making at least expected progress. If</p>	

	'whole child overview'.			not, provision is changed to better meet their needs/ remove barriers to learning.	
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<u>Wider Strategies</u>					
<p>Rationale: The school will focus on Wider Strategies as the third of 3 tiers, suggested by the Education Endowment Foundation (EEF) and the Department For Education (DFE) – this encompasses, Enrichment, Mental Health and Wellbeing and Family Support.</p>					
Action <i>What do we want to happen?</i>	Implementation <i>(how, who and when?)</i>	Measuring impact <i>(what we are going to look at)</i>	Approx cost	Impact <i>(How we will recognise success)</i>	Evaluation notes
Enrichment:					
Ensure that children eligible for PPG have access to the same enrichment opportunities as their peers	Throughout year, Matt White to work with external club providers e.g. BeSports, RockSteady, Kick to secure a number of fully funded places for children eligible for PPG	Children's PPG passports, parental feedback during consultations/ via email: Are we developing individual children's skills and interests?	£1.5k	Case studies show that children are enjoying their chosen activity and making good progress in it. Also, that it is having a positive impact on their self-esteem and confidence is growing in/ transferring to other aspects of their learning.	<p>Mid-year update:</p> <p>End of year evaluation:</p>
Wellbeing:					
Expand mental health and wellbeing support for identified children	Sheelagh Gray to undertake year-long ELSA training, as well as continuing to run social skills groups weekly	Staff feedback, pupil voice activity and parental feedback: Are we ensuring that children are happy, feel	£700 for ELSA training 1/2 Day SG £2k	ELSA children make progress against their Boxall Profiles. Staff, parent and child	<p>Mid-year update:</p> <p>End of year evaluation:</p>

	<p>Peter Brooks to do 2x days per week of mentoring</p> <p>Staff and parents to fill in Boxall Profiles to establish a baseline – early Autumn term</p> <p>ELSAs to work on areas identified from the baseline assessment – in agreed blocks of time</p> <p>For social skills and mentoring sessions, staff, parents and children work together to set personal targets – early Autumn term</p>	<p>safe mentally and are in a good place to learn? Are we supporting children to manage their worries, develop their friendships etc?</p>	<p>Kick 2 Sessions per week. Annual £15.2k</p>	<p>evaluate progress against their targets positively using RAG rating.</p> <p>Kick Assessment Wheel/ 10 point scale shows positive impact of mentoring sessions.</p>	
Family Support:					
Provide family support for parents of identified children	Following last year's highly successful CWP support from Kathy Barnett, Sarah Creegan to keep in touch with the service to see what is possible this year.	Initial CWP service questionnaire: What kind of support would parents of children eligible for PPG like? Are we working in	Relying on commissioner agreed funding	CWP service's baseline and end-of-unit assessments show that the child and family have made progress against their targets	<p>Mid-year update:</p> <p>End of year evaluation:</p>

	Sarah to seek other sources of support	positive partnership with parents of children eligible for PPG?	If funding ourselves approx. £5k		
Work with families to improve the attendance of children eligible for PPG with persistent absenteeism	<p>Sarah Creegan and class teachers to work with children and their parents to better understand reasons for absence and overcome these e.g. anxiety related absence</p> <p>Involvement of Education Welfare Officer, as appropriate</p>	<p>From conversations with families: Do we understand why the child's attendance is below 90%? Are we giving appropriate support to the family, so that the child comes into school more regularly?</p>		The attendance of individuals increases and is above 90%.	<p>Mid-year update:</p> <p>End of year evaluation:</p>
<p>Additional costs to include support for trips & school meals £4k</p> <p>Total expenditure: £46.4k</p>					