

Pupil Premium Strategy Statement

1. Summary information					
School	Two Village C of E Primary School				
Academic Year	2020-21	Total PP budget – April 2020	£55,273 (Includes £10273 carried over)	Date of most recent PP Review	July 2020
Total number of pupils	171	Number of pupils eligible for PP	37	Date for next internal review of this strategy	March 2021

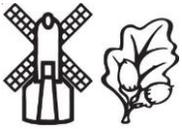
2. Current attainment					
This is 2019 data based on Key Stage 2 SATs and Key Stage 1 and 2 Teacher Assessments. As no data was collected for the Summer Term 2020, please find attached, as an appendix, teacher assessment data for Year 2 and Year 6 from the Spring Term 2020			<i>Pupils eligible for PP at Two Village</i>		<i>Pupils not eligible for PP (national average)</i>
			<i>KS1</i>	<i>KS2</i>	
% achieving in reading, writing and maths			33%	82%	69% 71%
% achieving in reading			0%	82%	78% 78%
% achieving in writing			33%	82%	73% 83%
% achieving in maths			0%	91%	79% 84%

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.	A number of pupils throughout the school are working below age related expectations, in reading, maths and writing and are not making enough in-year progress or expected progress from their starting points, particularly in writing and in Key Stage 1/Lower KS2.
B.	Only a very small number of children are working above age related expectations in reading, writing and maths.
C.	A significant number of pupils eligible for Pupil Premium also experience social and emotional difficulties which impact upon their learning.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	



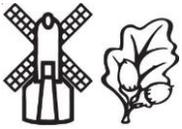
Two Village C of E Primary School

D.	<p>24% pupils eligible for Pupil Premium are persistent absentees (academic year 2019-20) 51% of pupils eligible for Pupil Premium had attendance below 96% (academic year 2019-20) Absence has had a negative impact on some pupils' attainment and progress.</p>	
E	<p>Aspirations in the local community can be low, which means that some of our pupils have limited experiences, particularly with regards to culture (the Arts) and their appreciation of the wider world.</p>	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<p>Improved attainment for pupils eligible for Pupil Premium and a greater number of pupils making expected progress, including from their starting points, in reading, writing and maths.</p>	<p>Pupils eligible for Pupil Premium in all classes make rapid progress by the end of the year, enabling the percentage of pupils eligible for Pupil Premium meeting age related expectations to meet or exceed the national standard for all pupils.</p>
B.	<p>A greater number of pupils with high prior attainment will make expected progress.</p>	<p>The percentage of pupils eligible for Pupil Premium exceeding age related expectations will increase in all year groups and be in line with the national standard for all pupils.</p>
C.	<p>To meet the social and emotional needs of pupils eligible for Pupil Premium therefore enabling them to learn more successfully.</p>	<p>Analysis of behaviour logs will show a reduction in the number of behaviour incidents involving pupils eligible for Pupil Premium. Pupils will be more settled in class and ready to learn. Pupils will become more confident and increasingly independent.</p>
D.	<p>To improve the attendance of pupils eligible for Pupil Premium funding.</p>	<p>The percentage of pupils eligible for Pupil Premium who are persistent absentees or have attendance below 95% will decrease. Pupils will be in more school more often which will have a positive impact on their learning.</p>



Two Village C of E Primary School

	TA support during the afternoons to carry out interventions for pupils in receipt of pupil premium – particularly those with SEN			Headteacher	TA for 8 hours per week 240 hours (from Autumn 2 – 30 weeks) £2,760
	Additional small group/1:1 work in core subjects delivered by a qualified teacher to involve work with more able pupils			Headteacher	Ongoing 1:1 tutor – 3 hours twice per week x 30 weeks (£33 per hour) £5940
Total budgeted cost					£28700
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?
C Meet pupils' social and emotional needs - develop confidence, independence and resilience	Bespoke Practitioners	A number of children eligible for Pupil Premium and their families have identified that they require support to improve behaviour/self-esteem. Bespoke Practitioners provide a bespoke service which aims to address the needs of pupils and their families through a variety of therapeutic approaches.	Specific pupils will be identified and discussed during pupil progress meetings, before being referred to necessary practitioner from Bespoke.	Headteacher /SENCo	January 2021 £6672



Two Village C of E Primary School

<p>C Meet pupils' social and emotional needs - develop confidence, independence and resilience</p>	<p>Forest School sessions</p>	<p>For many of our pupils Forest School sessions improve their confidence, develop their social skills, encourage them to communicate more effectively with others and support their emotional well-being. The sessions also improve pupils' motivation.</p> <p>A recent study looked at the effects of long term forests school programmes on the resilience, confidence and wellbeing of children and "established that long term Forest Schools programmes had positive impacts on children's resilience, confidence and wellbeing", showing improvement in key indicators on "self efficacy, persistence, and problem solving skills", "marked propensity to take risks, heightened levels of self belief, positive attitude, independence and increased tendency of taking initiative" and "positive impacts on children's physical and mental health in addition to improving their social and cognitive competence. The study found that promoting wellbeing in children enhances their confidence and resilience."</p> <p><i>-Impacts of Long Term Forest School Programmes on Children's Resilience, Confidence and Wellbeing – Sarah Blackwell</i></p>	<p>Last year we trained a member of staff as our Forest School Lead. Sessions will be delivered to every year group throughout the year. An after school club will be introduced (when it is safe to do so). Pupils in receipt of PP funding will be encouraged to attend.</p>	<p>Headteacher /Forest School Lead</p>	<p>January 2021</p> <p>7 hours per week x 39 weeks for lessons = £3194.10</p> <p>1.5 hours per week for Spring and Summer Term (24 weeks) = £421.20</p>
<p>C Meet pupils' social and emotional needs - develop confidence, independence and resilience</p>	<p>Learning Mentor</p>	<p>A number of children eligible for Pupil Premium have social and emotional needs which impact upon their learning and behaviour in school. Our learning Mentor will work with these children to provide targeted support based on an assessment of needs. Baseline assessments will be made for all intervention work and reviews will take place every 6 weeks to assess progress. The Learning Mentor will communicate regularly with parents/carers.</p>	<p>Baseline assessments will be made at the start of any programme of support and ongoing assessments will be made and reviewed half termly. The Learning mentor will meet with parents regularly and maintain an open line of communication, including organised meetings and drop in sessions for parents/carers.</p>	<p>Headteacher /Learning mentor</p>	<p>15 hours per week – £7527</p>
<p>D Improve the attendance of pupils eligible for Pupil Premium funding.</p>	<p>Purchase support with managing attendance – Attendance Solutions</p>	<p>Although the attendance of some pupils improved in the past due to regular meetings and the introduction of attendance rewards and letters, the attendance of pupils eligible for Pupil Premium funding still needs to be improved. We feel that by buying in</p>	<p>Support to be purchased with a particular focus on pupils eligible for Pupil Premium. Monitor attendance of pupils carefully half termly to evaluate impact.</p>	<p>Deputy Headteacher</p>	<p>January 2021</p>



Two Village C of E Primary School

		additional support with this, we will have greater capacity to improve the attendance of certain pupils. Improved attendance should have a positive impact on some pupils' attainment and progress.			£35 x 25 visits £875
	Support with payment for Year 5/6 residential trip	In order to ensure accessibility for all pupils, payment for trips will be covered / supported by school for pupils identified in need of support.	Meetings with parents to address needs. Trip letters to highlight that parents can seek help to cover financial cost of trips	Year 5 Class Teacher / Headteacher	April 2021 £750 (5x £150)
	Music Lessons	Very few children have the opportunity to play a musical instrument in school. All children will be provided with the opportunity to play a musical instrument and therefore we will be raising aspirations for all pupils.	Musically trained HLTA to deliver whole class music sessions weekly for Year 2, Year 3 and Year 4.	Headteacher	January 2021 2 hours per week £894
Total budgeted cost					£20333.30

Total Spend - £55263.30



Appendix

Two Village C of E Primary School

Attainment and Progress of Pupils in Receipt of Pupil Premium Funding 2019-2020

Due to the school closure in 2020, caused by the COVID-19 pandemic, national tests did not take place and formal teacher assessments were not made during the Summer Term.

Data shown below reflects pupils' attainment and progress, as assessed at the end of the Spring Term 2020.

KEY STAGE 2

Year 6 (End of Key Stage 2) Attainment

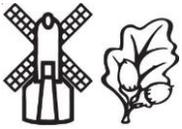
Percentage of pupils achieving age related expectations

	All Pupil Premium Pupils (x8 pupils)	Non SEN Pupil Premium Pupils (X7 pupils)	Original Pupil Premium Pupils (x5 pupils)	Non Pupil Premium Pupils (x13 pupils)
Reading	63%	71%	60%	63%
Writing	50%	57%	60%	50%
Maths	50%	57%	60%	50%
Combined	38%	43%	60%	54%

Pupils in receipt of pupil premium funding achieved as well as their peers in reading, writing and maths.

The percentage of pupils in receipt of Pupil Premium funding, who had attended Two Village for at least 4 years (original pupil premium pupils), was higher than that for non pupil premium pupils in writing and maths. Pupils in this group achieved in line with non pupil premium pupils in reading.

The percentage of pupils working at ARE in all three subjects combined was lower for all pupils in receipt of pupil premium funding but was slightly higher for original pupil premium pupils.



Two Village C of E Primary School

Percentage of pupils achieving above age related expectations

	All Pupil Premium Pupils (x8 pupils)	Non SEN Pupil Premium Pupils (X7 pupils)	Original Pupil Premium Pupils (x5 pupils)	Non Pupil Premium Pupils (x13 pupils)
Reading	25%	29%	40%	23%
Writing	25%	29%	40%	15%
Maths	13%	14%	20%	15%
Combined	13%	14%	20%	8%

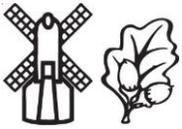
Pupils in receipt of pupil premium funding achieved as well as their peers in reading and maths and the percentage of pupils working above age related expectations was higher for pupil premium pupils than other pupils in writing as well as in reading, writing and maths combined. The percentage of pupils in receipt of pupil premium funding, who had attended Two Village for at least 4 years (original pupil premium pupils), was higher than that for non pupil premium pupils in reading, writing and maths. It was also higher in reading, writing and maths combined.

Year 6 Progress

Percentage of Pupils who made expected in-year progress

	All Pupil Premium Pupils (x8 pupils)	Non Pupil Premium Pupils (x13 pupils)
Reading	88%	85%
Writing	75%	77%
Maths	75%	100%

Pupils in receipt of pupil premium funding had made as much in-year progress as their peers, by the end of the Spring Term, in reading and writing. A greater percentage of pupils not in receipt of pupil premium funding had made expected in-year progress in maths by the end of the Spring Term.



Two Village C of E Primary School

Percentage of Pupils who made more than expected in-year progress

	All Pupil Premium Pupils (x8 pupils)	Non Pupil Premium Pupils (x13 pupils)
Reading	63%	46%
Writing	38%	54%
Maths	63%	39%

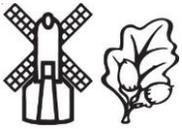
Pupils in receipt of pupil premium funding had made more than the expected in-year progress than their peers, by the end of the Spring Term, in reading and maths. A greater percentage of pupils not in receipt of pupil premium funding had made more than expected in-year progress in writing by the end of the Spring Term.

Year 6 Progress from starting Points (from Y2)

Percentage of Pupils who made expected progress from their starting points

	All Pupil Premium Pupils (x8 pupils)	Original Pupil Premium Pupils (x5 pupils)	Non Pupil Premium Pupils (x13 pupils)
Reading	88%	100%	92%
Writing	100%	100%	92%
Maths	75%	100%	100%

All pupils in receipt of pupil premium funding, who had attended Two Village for at least 4 years had made expected progress from their starting points. This was similar to pupils not in receipt of pupil premium funding.



Two Village C of E Primary School

Percentage of Pupils who made more than expected progress from their starting points

	All Pupil Premium Pupils (x8 pupils)	Original Pupil Premium Pupils (x5 pupils)	Non Pupil Premium Pupils (x13 pupils)
Reading	0%	0%	23%
Writing	38%	60%	23%
Maths	25%	40%	54%

The percentage of pupils who had made more than expected progress from their starting points in writing was higher for pupil premium pupils than it was for other pupils. The percentage of pupils who had made more than expected progress from their starting points in maths and reading was lower for pupils in receipt of pupil premium funding. No pupils in receipt of pupil premium funding made more than expected progress from their starting points in reading.

KEY STAGE 1

Year 2 (End of Key Stage 1) Attainment

There were only 2 pupils in receipt of pupil premium funding in Year 2. One of the pupils met age related expectations in all areas and one did not make age related expectations in any areas.

Year 2 Progress

Both pupils (100%) made expected in-year progress in all three areas.

Neither pupil had yet made more than expected in-year progress by the end of the Spring Term.

Year 2 Progress from starting Points (from EYFS)

Both pupils (100%) made expected progress from the EYFS starting points in all three areas.

Neither pupil had yet made more than expected progress from their EYFS starting points by the end of the Spring Term.