

Pupil premium strategy statement - 19-21

School overview

Metric	Data
School name	Patrington CE Primary Academy
Pupils in school	216
Proportion of disadvantaged pupils	24.6%
Pupil premium allocation this academic year	£71,280
Academic year or years covered by statement	2019-21
Publish date	July 2020
Review date	July 2021
Statement authorised by	Jacqui Grant
Pupil premium lead	Emma Leighton
Governor lead	Josie Speck

Disadvantaged pupil progress scores for last academic year 2019-20

Measure	Score
Reading	No formal testing due to COVID-19
Writing	No formal testing due to COVID-19
Maths	No formal testing due to COVID-19

Disadvantaged pupil performance overview for last academic year 19-20

Measure	Score
Meeting expected standard at KS2	No formal testing due to COVID-19
Achieving high standard at KS2	No formal testing due to COVID-19

Teaching priorities for current academic year 2020-21

Aim	Target	Target date
Progress in Reading	Achieve national average attainment and progress scores in KS1/KS2 reading.	July 2021
Progress in Writing	Achieve national average attainment and progress scores in KS1/KS2 writing.	July 2021
Progress in Mathematics	Achieve national average attainment and progress scores in KS1/KS2 maths.	July 2021
Phonics	Achieve national average expected standard in PSC	July 2021
Other	Improve attendance of disadvantaged pupils to Ebor expectation of 97% for all PP children.	July 2021

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Targeted academic support for current academic year 2020-21

Measure	Activity
Priority 1	To effectively develop AfL through training so that staff are meeting the needs of the pupils including PP in all subjects.
Priority 2	To provide a reconnection curriculum that ensures rapid catch-up for all pupils.
Barriers to learning these priorities address	Current situation with COVID-19 means that our focus has to be on identifying the gaps that may have been created during the lockdown and the gaps in learning due to missing a whole term in school.
Projected spending	£33,280

Wider strategies for current academic year 2020-21

Measure	Activity
To raise the confidence and aspirations of the children in receipt of PP funding.	Growth mindset focussed work. SEMH targeted support, including resilience Whole school approach to Heart Smart (PSHCE)
To provide wider life experiences for children in receipt of PP funding.	Provide a range of wider experiences for children e.g school trips, visitors, Now Press Play
Barriers to learning these priorities address	Low aspirations of children. Attendance of Pupil premium children Low resilience of pupils
Projected spending	£38,000

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensure staff have a good understanding of the reconnection curriculum.	Training days and staff support from SLT and buddy system.
Targeted support	Ensure support for all PP children through a dedicated timetable.	SLT member designated as the PP lead teacher to work closely with the SEND teacher.
Wider strategies	Ensure well being specialist engages with children and families facing the most challenge.	Work closely with the PP lead to ensure that time is spent most effectively on the families facing the most challenge.

Review: last year's aims and outcomes 2019-20

Aim	Outcome
The aspirations of all staff are raised through awareness of national expectations. Pupils' aspirations are raised.	<ul style="list-style-type: none"> ● Focussed intervention on growth mindset for all PP children. ● Daily check ins for most vulnerable PP children. ● Some PP children received peer mentoring. ● Focussed work on resilience. ● Group work focussed on pupil aspiration and relationships. ● Friendship groups. ● Specific focus for some children on the development of self esteem. ● Developed opportunities for leadership - Worship leaders/school council/play leaders/EYFS play leaders/ meet and greet committee ● School trips and extended schools provided for some children.
All teaching and learning is planned to meet the needs of all pupils.	<ul style="list-style-type: none"> ● PP books are marked first. ● Pupil progress meetings focussed on progress of PP children. ● PP children are identified on planning and given specific focus. ● Extra adult across the school to support PP/SEND. ● Interventions meet the specific gaps of PP children. ● Now Press Play purchased to develop writing. ● Book scrutinies to include PP children
All EYFS & KS1 staff to be confident in teaching phonics.	<ul style="list-style-type: none"> ● EYFS staff now confident in delivering phonics. ● Improvement seen in S & L of EYFS children. ● Consistency of the teaching of phonics across the school. ● Now Press Play to develop speech and language.
Improve the percentage of pupils achieving GLD in EYFS.	<ul style="list-style-type: none"> ● Unable to validate due to no end of year full assessment. Pupils were mainly on track to achieve.
Appropriate interventions e.g behaviour support, speech and language.	<ul style="list-style-type: none"> ● The school has worked closely with the behaviour specialist team for the East Riding and has employed a well being specialist. The specialist has worked with PP children beginning to

	<p>provide emotional and well being support to broaden horizons. Behaviour across the school has improved and is now good. Links made with external agencies to provide support in the home as well as school.</p>
Pupils feel supported with emotional and social issues at school.	<ul style="list-style-type: none"> • The provision of the well being specialist has created a safe haven for any child that needs support
Enrichment opportunities provide aspiration and helps language development.	<ul style="list-style-type: none"> • Interrupted due to COVID-19. School supported children to access school trips, provided visitors to school and gave access to sport enrichment opportunities for all pupils.
Pupils attendance improves following systems implemented within school	<ul style="list-style-type: none"> • Up to the beginning of lockdown attendance had improved and the number of persistent absences had decreased from 7.91% Sept 2018 to March 2019 to 3.76% for the same period this year.