



Pupil Premium Strategy Statement for 2020-21

1. Summary Information					
School	Mattishall Primary School				
Academic Year	2020-21	Total PP Budget	£40,350	Date of most recent PP review	September 2020
NOR	188	Number of pupils eligible for PPG	32 (17%)	Date for next internal review	Spring 2021

2. Current attainment - Baseline Data (September 2020) of current Year 3 cohort of children (27) This data will be updated throughout the year as we assess children.					
<i>Children currently on track to achieve ARE</i>	<i>Pupils eligible for PPG (our school) - 9</i>		<i>Pupils not eligible for PPG / 18 (our school)</i>		<i>Pupils not eligible for PPG (national average)</i>
% achieving in reading, writing and maths					
% making progress in Reading					
% making progress in Writing					
% making progress in Maths					

3. Barriers to future attainment (for pupils eligible for PPG, including high ability)	
In-school barriers	
A	Speaking & Listening on entry to school, leading to slow phonic acquisition - historically we have had a large proportion of children scoring low on their entry to school (baseline data) in speaking and listening.
B	Spelling and technical accuracy (SPAG)
C	Reading - making inference from text and explaining this using evidence from text. This is also hindered by poor stamina and a restricted vocabulary. We have introduced RfU across all year groups.
D	Maths - Ensuring stretch and challenge for our more able pupils, using the Mastery approach
E	Rigorous monitoring of intervention for PPG children for evidence of impact and success.
F	Attendance - rigorous monitoring of PPG children and all children in school, identifying patterns of absence and investigating these, then addressing any concerns with parents/carers
External barriers - COVID 19	
A	High aspirations and expectations transfer from teachers to pupils and parents. - We are encouraging children to look wider than the village of Mattishall, the town of Dereham and indeed Norfolk by celebrating the exploits of past pupils, inviting visitors in to talk about their professions. We would like our children to develop more of a global awareness.
B	Social and emotional barriers to learning (variety) BSED - We identify these for all children in all year groups (Barriers to learning) and then target needs accordingly. It may be that we have trained staff in school to facilitate (ELSA, Drawing & Talking, Wishes &

Feelings) or that we need to liaise with other agencies and introduce mechanisms to support various children.

4. Desired Outcomes

	Desired outcomes and how they will be measured	Success criteria
A	That we will diminish the difference between PPG and non-PPG national in Reading, Writing and Maths, recording achievement and progress using our Pupil Asset system.	Analysis of data - difference is diminishing
B	That the needs of our higher PPG children are being met - in a triangulation of observation, book scrutiny and gathering pupil voice	Analysis of data - some PPG children are performing at mastery level
C	That interventions show impact of moving children on in their learning at an accelerated rate - we have intervention data that is not recorded on pupil asset but measure the 'small steps' that children make in a short period of time.	Analysis of data - rigorous tracking (roughly every 6 weeks)
D	That attendance issues are addressed with families causing concern, so that there is little difference between PPG children and non-PPG children national.	Analysis of attendance data - difference is diminishing

5. Planned Expenditure 2020-21

1. Quality of teaching for all - addressing social and emotional barriers to learning, affecting engagement in learning

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will we ensure it is implemented well?	Staff lead	When will we review implementation?	Impact
Children's emotional needs are being met and they have an outlet	Drawing and Talking / Wishes & Feelings	Some children in need of emotional support and time to talk	JB & JH	JB & JH	On-going	2 hrs X37 weeks X£12 = £888
Children's emotional needs are being met and they have an outlet	ELSA	Some children in need of emotional support and time to talk	AL	AL	On-going	4 hrs X37 weeks x£12= £1776
Children behave well and produce quality work	Rewards & Incentives	Children are incentivised to produce their best work and be recognised	Weekly monitoring -	HT and all staff	On-going	Est.£400
Approximate total budgeted cost					£3,064	

2. Targeted Support - learning in the curriculum - focussed intervention

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will we ensure it is implemented well?	Staff lead	When will we review implementation?	Impact
Children are engaged in learning and feel supported, making progress towards ARE	TA provision	There are currently 32 PPG children in school	Overseen by class teacher and SLT	TC	Half termly	8 x 2hrs x 37 weeks x £12 = £7104
Children are engaged in learning and feel supported, making progress towards ARE	Power Of 2 Maths (1:1 tutoring)	To up-skill children and make them feel more confident in tackling challenging problems	Overseen by SC/LB(Maths Lead)	JH/JB/LB	Termly	3 x 1hrs x37 weeks x £12 = £1332
Children are engaged in their learning and have better skills for communication	Speech and language intervention	Children needs strategies to overcome their communication barriers	Discussion with class teachers and SENco	AK	termly	2 hrs X37 weeks X£12 = £888
Children have improved concentration and fine/ gross motor control	1:1 work with TA	Children need specialist programs to aid their skills of motor control and balance	Discussion with SENco and class teachers	SS	As necessary	2 hrs X37 weeks X£12 = £888
Approximate total budgeted cost						£10,212

Other Interventions taking place: Phonics support, Speech and language support (SLCN), Numicon & Power of 1 and 2, Fine & Gross motor skill development, Reading 1:1, Handwriting

3. Other approaches - enrichment beyond the curriculum

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will we ensure it is implemented well?	Staff lead	When will we review implementation?	Impact
Children's social needs being met	Access to Breakfast and Tea-Time club	Some children do not have breakfast in the morning and come into school not ready to learn. Supporting parents who are trying to go back to work with child care	By ensuring that all parents and children have very clear expectations	JH/AK CL/JB	On-going	Est £2000
Children to have new experiences	Providing a variety of after school clubs	Exposing children to new experiences, finding that they acquire new skills and knowledge	Parents and children are given information about clubs available every half term and this is on our	GS	On-going	Est £3000

		that they may be able to apply to learning elsewhere	school website.			
Children to become engaged in learning	Music Tuition	PPG children able to access this service despite there being an additional cost	Regular follow-up with child, family and peri to ensure that this input is having a positive effect	Peripatetic teacher	Not happening at the moment	
Attendance shows an improving picture	Monitoring attendance	Some PPG children have more absence than non-PPG children	Daily monitoring of attendance for all children. LAC children - Welfare Call	AB/TC & class teachers	On-going	Est £200
Approximate total budgeted cost					£5,200	

Estimate of expenditure is £18,476, however this leaves a balance of £21,874, which we use to fund teaching assistant support in class, that otherwise we wouldn't have. This equates to 1 and half full-time TA time.

6. Review of expenditure				
Previous academic year (2019-20) (£45,180) Received - based on 31 children Due to the impact of COVID expenditure did not go to plan. However, monies were spent supporting children in their return to school during phased entry from march until July 2020				
1. Quality of teaching - learning within the curriculum				
Desired outcome	Chosen action / approach	Estimated impact	Lessons learned	Total Cost
Children engaged in learning and feeling supported	Use of additional adults in the classroom, in, supporting with interventions to aid learning.	This worked well this year, with TA supporting in the morning in the classroom and then having their own 'specialist' support in the afternoons.	Precision teaching in Year 6 very effective	10 hrs x 37 weeks x £12 = £4440
Children are engaged in learning and feel supported, making progress towards ARE	Power Of 2 Maths (1:1 tutoring)	Children more confident in tackling challenging problems	Children need to be carefully chosen	3 x 1hrs x 37 weeks x £12 = £1332
Children are engaged in their learning and have better skills for communication	Speech and language intervention	Children have strategies to overcome their communication barriers - improved outcomes	Parents and other staff may need to be closely involved and informed of strategies	2 hrs X 37 weeks X £12 = £888
Children have improved concentration and fine/ gross motor control	1:1 work with TA	Children participate in specialist programs to aid their skills of motor control and balance	Improvement in skills and concentration	2 hrs X 37 weeks X £12 = £888

2. Targeted Support - intervention and addressing social and emotional aspects

Desired outcome	Chosen action / approach	Estimated impact	Lessons learned	Total Cost
Children's emotional needs are being met	Employment of a part-time therapeutic worker	Children being able to off load their barriers to learning and feel safe and secure and confident to engage in learning within the classroom	This has worked well when the whole family has engaged in the support	Est £4000 (DL)

3. Other approaches - enrichment beyond the curriculum, including families and the community

Desired outcome	Chosen action / approach	Estimated impact	Lessons learned	Total Cost
Children exposed to new experiences, developing confidence	100% of PPG children attended trips linked to their curriculum topics.	Children more engaged in learning and open to new experiences	These trips are so valuable and hook the children into their learning	
Children exposed to new experiences, developing confidence	72% of PPG attended residential visits	Children more engaged in learning and open to new experiences	Uptake was much improved this year.	
Parents' confident to ask for help and feeling supported	Parental workshops	Parents supporting the learning in school and feeling up-skilled and knowledgeable about what their child is learning in school	Follow up materials to put on website/ Seesaw worked well.	
Children well-nourished and ready to learn	PPG Children to access Breakfast Club/ Tea-Time Club and other clubs	Children being settled and ready to learn in the classroom	Not all children who we would have liked to target attended regularly.	

7. Additional detail

Any other information about PPG can be found on our school website at www.mattishallprimary.org.uk, see:

- Impact Report
- Proposed Expenditure
- Attendance Data