

# Pupil Premium Strategy 2020/2021 Mugginton Church of England Primary School

1. Summary information					
School	Mugginton CE Primary School				
Academic Year	2020/21	Total PP budget	£8070	Date of most recent PP Review	July '20
Total number of pupils	58	Number of pupils eligible for PP	6	Date for next internal review of this strategy	Dec '20 July '21
2. Current attainment					
<i>DATA SUPPRESSED DUE TO SMALL NUMBER OF PUPILS</i>					
3. Barriers to future attainment (for pupils eligible for PP)					
<b>Academic barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )					
A.	Procedural Mathematics, Multiplication Recall and use of the Four Number Operations is not as strong as peers				
B.	Reading for Pleasure at home is not done as frequently as peers. Homework is not always completed				
C.	Academic self-concept is poor which leads to poor presentation of written work				
D.	Handwriting is poorly developed and not joined in Key Stage 2				
D.	Behaviour for Learning is poor. Poor concentration, inability to follow simple instructions, work independently or as part of a group				
E.	Lack of resilience				
<b>Additional barriers</b> ( <i>including issues which also require action outside school, such as low attendance rates</i> )					
F.	Lack of awareness of their particular gifts and talents				
G.	Lack of ability to self-regulate behaviour and emotions during unstructured periods which leads to frequent 'squabbles' with peers				
4. Intended outcomes ( <i>specific outcomes and how they will be measured</i> )				Success criteria	
A.	All children to make good and better-than-expected progress in Reading, Writing and Mathematics from their July 2020 baseline and diminish the difference in attainment between PP children and their peers			Internal tracking and External Data	

<b>B.</b>	At least 17% of PP children to exceed expectations in one of Reading, Writing and Mathematics, at least 83% of group to meet academic expectations for their year group	TA / External Data
<b>C.</b>	Children to report a greater love and knowledge of books and reading, using Motivation to Read Questionnaire	Children able to talk with greater confidence about books and authors they enjoy
<b>D.</b>	Children's self-concept and resilience will be improved, they will be able to tell an adult things they are good at, things they find easy, things they find hard and things they would like to improve at	Children show better behaviour for learning and take greater pride in their work, never giving up
<b>E.</b>	Children to report positive experiences on the playground.	Scrutiny of behaviour book demonstrate fewer squabbles involving PP children and peers.

## 5. Planned expenditure

Academic year

2020 / 2021

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

### i. Quality of teaching for all

Intended Outcome	Action	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
All pupils can recall Multiplication Tables up to 12 and pass the Multiplication Tables Check	Times Tables Rockstars Account for all Children Number Club & Superhero Times tables every week.	Times Tables Rockstars recommended by colleagues, including SIP. Number Club & Superheroes was used with success last year, as demonstrated on mock Multiplication Tables Check	Weekly progress tracked and monitored by class teacher  Mock Multiplication Tables checks and 'Times Tables Squares' to measure progress	JG	Dec 2020; July 2021

Basic skills: handwriting, presentation, spelling of 100HF words and sentential accuracy to be consistent	Greater focus on basic skills in intervention work with ED and TAs.	Handwriting must be consistently joined by upper KS2. Book scrutiny shows not all children ready for this. Middle Group children's spelling is poor and sentences are not always demarcated correctly.	Half-termly book scrutiny  Weekly spelling tests to show improvement	JG, ED, HS	Half-termly
Meaningful and effective PSHCE helps prepare children for life beyond Mugginton	PSHCE curriculum audited and amended/re-written as required. Staff training time and resources as required RR to lead PSHCE sessions in school	PSHCE curriculum has been used for a number of years. Recent increase in pupils with social/emotional needs necessitates a review of our PSHCE teaching and additional support from ED. PP children have a less positive self-concept compared with peers.	PSHCE training and input into curriculum planning from specialist.  Pupil interview, work scrutiny and learning walks to monitor progress.	DW, RR	Dec 2020; July 2021
More able PP mathematicians to exceed expectations for their age	Employ a secondary school maths teacher to baseline children and devise individualised curricula for them as supplement to their daily maths learning	Three of our PP children show confidence and natural ability with number but struggle to maintain concentration and show their best. More personalised learning opportunities will give them the opportunity to show their ability.	Sessions to be led by ED (catch-up lead teacher) and HS, HLTA. Classroom support from PW, unqualified teacher.	ED, JG, AD, HS, PW	Dec 2020; April 2021; July 2021
<b>Total budgeted cost</b>					<b>£3000</b>

<b>ii. Targeted support</b>					
<b>Intended Outcome</b>	<b>Action</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
PP children will enjoy reading and develop key comprehension skills	Daily reading and questioning with an adult every day, including intervention with ED	EEF research suggests Oral Language Interventions give a 5-month benefit to children British Picture Vocabulary Scale July 2020 shows 3 PP children below	Pupil interview Diagnostic assessment using YARC, Holborn, BPVS School mock sats assessments	HS, JG, ED	Half-termly
PP children will develop swift recall of multiplication tables and make at least expected progress from starting points	Explore Third Space Learning 1-1 intervention programme Times Tables Rockstars account	Fluent recall of multiplication facts will allow for quicker and more accurate written, procedural mathematics PP children take longer than peers to complete times table challenges and are behind on Number Club	Number Club and Superhero tracking Multiplication Tables Check and Times Table Rockstars tracking	JG	Half-termly
PP children to make at least Expected academic progress from their starting point	Adult support in classroom min 3 mornings per week. Opportunity for homework to be completed Monday morning and Friday afternoon	PSHCE specialist available one day per week to offer additional support, time out, additional literacy activities PP children working towards expected standard in mathematics, with some having the ability to exceed the expected standard with support with softer learning skills	Half-termly assessment scrutiny PSHCE specialist to maintain PP file summarising work completed, issues, feedback from children and parents Book scrutiny to confirm level of challenge is appropriate	JG, RR	Half-termly

PP children will have an improved self-concept and show greater resilience in the classroom	PSHCE specialist to work in school every Monday and complete Talkabout for Children Programme as required	Motivation for Reading Questionnaire demonstrates that PP children do not all see themselves as good learners PP often become frustrated in class and are less able to self-regulate, which leads to less work of a lower quality	Re-do Questionnaire in 2021 to review PP children's self-concept Interviews to demonstrate pupils' improving attitude Book scrutiny to show children's improving work rate and positive attitude	RR, DW, ED	Half-termly  June 2021
PP children will show better concentration in the classroom	Focussed classroom support and discussion time with PSHCE specialist and SSEN twice a week. <b>Appoint TA (PW)</b> to work with PP children in class.	Book scrutiny suggests children do less work of a lower quality than peers TA and teacher feedback indicates PP children often require reminders to stay on task and additional explanations before they can work independently	Learning walks and book scrutiny Pupil interview and staff feedback  Parents' Evening discussions  Tracking data to show at least 'Good' progress	PW, ED, JG, DW, HS, CMc	Half-termly
PP children have the opportunity to show their creative talent in music and performance	Fund weekly music lessons with aim of taking Grade One by the end of the academic year; PP children with particular talent to have lead roles in productions and speaking opportunities in church services	By stepping out of their comfort zone, children will develop better self-esteem and more positive self-concept. Appreciation and experience of music is a life-long skill/Cultural capital PP children to experience the positive feedback from an audience of people	Pupil feedback Audience feedback Video-record performances to celebrate their work Parental feedback	CE, ED, JG	July 2020

PP children able to enjoy their lunchtimes and playtimes, playing constructively with peers, avoiding 'squabbles'.	PSHCE additional support and work from all staff reinforcing our Mugginton values & 5 Golden Rules	Scrutiny of behaviour book and feedback from staff/midday supervisors indicates that PP children are frequently involved in minor behavioural issues with peers.	PSHCE sessions delivered by specialist who wrote Twinkl PSHCE scheme of work Regular feedback from staff, parents and following intervention sessions with Catch-Up Lead Teacher.	RR, ED, SB, CP, PS	December 2020, February 2021, May 2021, July 2021
<b>Total budgeted cost</b>					£4480

<b>iii. Other approaches</b>					
<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Introduce Monty the Mugginton Mutt (new school dog) in September 2020 – youngest PP child to have specific role in Monty’s daily care	Help calm and focus – in particular anger management. Experience the companionship and unconditional love which a dog offers.	Monty’s Father is a therapy dog; he is a calm, placid and friendly Golden Retriever. There is good evidence of the benefits of dogs to children’s wellbeing and academic progress. All PP pupils have expressed excitement at Monty coming to Mugginton.	New school dog focussed Risk Assessment prepared with input from local vet Pupil interview to discuss feelings when Monty is around	DW	December 2020, July 2021
Explore possibility of employing a singing/drama coach in preparation for performing in public if possible in summer 2021	Children to gain confidence and improve their musical ability	Children all capable of exceptional musical performance but lack self-confidence and support to complete the necessary practice	Viewing the summer production Video record the children performing after coaching Report from singing coach Parent/child feedback	CE, ED, DW	July 2021
<b>Total budgeted cost</b>					<b>£1000</b>
<b>6. Review of expenditure</b>					
<b>Previous Academic Year</b>		<b>£5280 – interrupted by global pandemic/National Lockdown. Targets carried over and built upon this year. Additional funding from ‘Catch up Premium’ of £4640.</b>			

<b>7. Additional detail</b>