



3 Year Pupil Premium Strategy Plan and Annual Review

SUMMARY INFORMATION			
Pupil Premium Strategy Plan	Arunside School		
CURRENT PUPIL INFORMATION 2020-21 (Nov 2020)			
Total number of pupils:	390	Total pupil premium budget:	£91,425
Number of pupils eligible for pupil premium:	55	Amount of pupil premium received per child:	£1345
Academic year or years covered by statement	2020 - 2021	Pupil Premium Lead	Anna Hadden
Publish date:	November 2020	Review date	November 2021

Assessment data

EYFS						
2018-19	Pupils eligible for PP	All pupils	National average	Data from previous 3 years		
				2016-17	2017-18	2018-19
Good level of development (GLD)	3 (33.3%)	79.2%	71.8%	87%	51.1%	79.2%

2019-20 *No national data available due to Covid 19.	In year school data for GLD for whole cohort - 67%. Of the class, 6 children were eligible for PP. 67% of these pupils achieved GLD.
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YEAR 1 PHONICS SCREENING CHECK					
Pupils eligible for PP 2018-19	All pupils	National average	Data from previous 3 years		
			2016-17	2017-18	2018-19
9 (33.3%)	77.2%	81.9%	82.9%	92.5%	77.2%
2019-20	No phonics screening test due to Covid 19. These pupils will take in November 2020				

END OF KS1						
	Pupils eligible for PP			Data from previous 3 years		
		School average	National average	2016-17	2017-18	2018-19
% achieving expected standard or above in reading, writing and maths	5 (60%)	72.7%	64.9%	51.7%	71.8%	72.7%
2019-20 *No national end of KS1 data available due to Covid 19.	<p>In year school data to March 2020:</p> <p>11 pupils eligible for PP in total</p> <p>Reading – 45% working towards / 45% working at / 9% Greater depth</p> <p>Writing - 73% working towards / 27% working at</p> <p>Maths - 55% working towards / 45% working at</p> <p>Overall class RWM - 61% / PP RWM – 27%</p>					

END OF KS2

2018-19 cohort	Pupils eligible for PP			Attainment data from previous 3 years		
		School average	National average	2016-17	2017-18	2018-19
% achieving expected standard or above in reading, writing and maths	10 (50%)	73.3%	64.9%	30%	63.3%	73.3%
Progress score in reading	0.35 (9 pupils)	2.10	0.03	40%	76.7%	83.3%
Progress score in writing	-1.64 (9 pupils)	-0.64	0.03	73.3%	66.7%	83.3%
Progress score in maths	2.94 (9 pupils)	3.71	0.03	43.3%	90%	80%
2019-20 *No national end of KS2 data available due to Covid 19.	<p>March 2020 KS2 Mock test results were imported to Fisher Family Trust as an indicator of predicted end of year results for cohort. This is not validated data but based on actual tests taken by the pupils before lockdown.</p> <p>15 out of 58 pupils were eligible for PP.</p> <p>Reading value added score: Non FSM +3.9 / FSM +5.5</p> <p>Writing value added score: Non FSM +2.3 / FSM +4.0</p> <p>Maths value added score Non FSM +4.3 / FSM +4.7</p>					

OTHER DATA

Attendance data	Whole school	Attendance of pupils eligible for PP
September 2019 – March 2020 (at the point of school closures for Covid 19)	95.5%	94.36 % PP

LONG-TERM STRATEGY AIMS FOR DISADVANTAGED PUPILS (3 YEAR TIMESCALE):

1. **To fully implement 'Building Learning Power', metacognition and self-regulation practice across the school.** Based on extensive evidence, as referenced within the Education Endowment Fund research, metacognition and self-regulation approaches have consistently high levels of impact. Evidence indicates that these strategies can be particularly effective for disadvantaged and lower achieving pupils.
2. **To develop the social and emotional learning (SEL) throughout the school.** There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, in relation to physical and mental health, school readiness and academic achievement, crime, employment and income. Efforts to promote SEL skills may be especially important for children from disadvantaged backgrounds, who on average have weaker SEL skills at all ages than their better off peers. This matters for a range of outcomes, as lower levels of SEL skills are associated with poorer mental health and academic attainment
3. **To develop the quality of targeted academic support in class to reduce the need for level of additional intervention (Quality First Teaching).** Evidence consistently shows the positive impact that targeted academic support, through Quality First Teaching, can have on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide effective, targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, to maximise impact back in the classroom.
4. **To improve parental engagement of disadvantaged families to support learning at home and at school.** Arunside are continually looking for ways to engage parents with supporting their children at home and at school, particularly those of disadvantaged families Improving engagement with online learning platforms, access to parental workshops to support learning and SEL, improving the take up of before, during and after school clubs and enrichment activities for disadvantaged pupils is a key area of focus for development.

Spending priorities and rationale for current academic year					
Academic year		2019-2020 2020-2021 items in red = updated Nov 2020 in response to post Covid return to school			
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
Teaching Priorities					
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?
To fund whole school PSHE scheme of work (Jigsaw PSHE) and implement	DHT to research schemes of work and choose accordingly Staff training implemented on chosen scheme Rolled out to pupils in Summer term 2020 (including parent workshops)	A whole school scheme of work that moves progressively in skills and knowledge across the primary phase is needed to address the safeguarding curriculum for children and meet the statutory requirements for Relationships and Health Education from 2020. Through the effective teaching of PSHE we can link this to work already in progress across the school for the	Part of the school development plan, monitored accordingly by SLT and governors Pupil voice will be captured of a range of children including disadvantaged pupils Staff confidence evaluated termly Staff team to establish a system of formative assessment in line with scheme recommendations	DHT / PSHE lead	Termly from Summer 2020

Increasing staff capability to deliver scheme and support pupils	Mental Health First Aid Training for DHT/Personal Development Lead	development of metacognition, emotional resilience and self-regulation skills. Increasing staff capability of School Leaders will disseminate to wider staff who will be delivering Jigsaw/PSHE	As above	DHT / PSHE lead	Autumn 2020
Early reading results will improve across the school hence improving provision for PP children.	Member of staff to be allocated to specifically monitor 'Early Reading'. Key stage, EYFS and EMFL action plans (linked to SDP) will all have actions specifically linked to early reading Reading Lead to research best practice in early reading. CPD needed for teachers to improve pedagogy Reading observations will specifically focus on reading skills Bottom 20% of readers in every class will be targeted for support	In line with the new Education Inspection Framework, reading is a key focus for our school development plan. Curriculum leaders will need to evaluate the progression of reading skills and knowledge across the school and consider what work is to be done to support all children, including pupil premium and those from disadvantaged backgrounds, to make sustained and substantial progress in reading. A review of early reading skills will be driven by key staff, including careful monitoring and review of children entering KS2 below ARE for reading. Parental engagement is key, through reading and phonics workshops, family reading sessions, support to use online learning platforms and developing wider use of the school library to develop a love of reading in school and at home.	Part of the school improvement plan, monitored accordingly SLT and governors Reading included on key school action plans to assess quality of English teaching Reading outcomes for all pupils, including disadvantaged pupils monitored regularly by SLT / Curriculum Lead / English leads Provision Maps analysed by SLT/Reading Lead to monitor impact of reading specific interventions SENCO to arrange LBAT CPD training for reading (for teachers and TA's) Planned opportunities for parents to engage with reading in/out of school e.g. family reading, workshops Regular monitoring of outcomes for PP / disadvantaged children QFT observations will have reading foci (including reading diet offered through other curriculum subjects) Audit of reading materials in school and purchase of necessary books to address gaps	HT / DHT / SLT / English lead	Termly from Spring 2020

Total budgeted cost				TA salaries £67800 Jigsaw PSHE £1925 TA salaries £69800 Mental Health Training £360	
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ii. Targeted support					
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?

<p>With increasing demand to support children's social and emotional well-being, fund LSA to complete ELSA training</p> <p>ELSA training to be completed. Provision for ELSA in school to work</p>	<p>LSA to complete ELSA training through WSCC Educational Psychology service</p> <p>ELSA will have two dedicated afternoons per week for this work.</p>	<p>We have a successful programme of support for vulnerable pupils and their families via our school counselling service. However, we recognize that this service could be enhanced with the additional offer of ELSA intervention. This would enable a 'lighter touch' approach for pupils who would benefit from 1:1/small group support for developing emotional resilience and self-regulation strategies. This offer would also enable flexibility for pupils to access support beyond the structured time when school counsellor is available.</p> <p>Post school closures, this time will initially be dedicated to support children's reintegration into school and emotional well-being. ELSAs are emotional literacy support assistants. They are teaching assistants who have had special training from educational psychologists to support the emotional development of children and young people in school. ELSAs have regular professional supervision from educational psychologists to help them in their work.</p>	<p>ELSA will be allocated dedicated time to deliver the role ELSA will attend supervision sessions following training with WSCC Educational Psychology service ELSA will be line managed by SENCo/DHT and offered additional support by school counsellor Intended outcomes for pupils following intervention will be monitored over time</p> <p>ELSA will record outcomes for children following targeted support sessions and feedback regularly to the senior leadership team, class teachers/TAs and parents where appropriate.</p>	<p>DHT/LSA</p>	<p>Termly from Summer 2020</p> <p>Termly from Autumn 2020</p>
<p>PP children will make progress in line with their peers and some will make accelerated progress to diminish the difference further</p> <p>Disadvantaged pupils will be supported through targeted Quality First Teaching and targeted intervention to</p>	<p>Quality First Teaching ensures that teachers plan carefully for all pupils, looking at prior learning, using specialised resources where required.</p> <p>QFT will ensure that there is minimised 'narrowing of the curriculum' for all pupils, with children accessing additional intervention only where necessary</p> <p>Purchase and implementation of Pixl Primary</p>	<p>Where children have accessed Quality First Teaching and are still not making the required progress with current intervention. More targeted and highly skilled support is required to do this. Where this is the case smaller groups of children may benefit from pre-teaching or extra intervention foci to ensure that misconceptions are addressed early and key skills are constantly practiced and reviewed.</p> <p>Pixl Primary provides clear diagnostic assessments, Question Level Analysis, targeted Therapies and Impact assessment tools to</p>	<p>SLT to observe support in place SLT to monitor Quality First Teaching through lesson observations, pupil voice and book scrutiny Wave 2 provision monitored in termly pupil progress meetings Children will receive effective targeted, time bound support, reducing the potential of a 'narrowed curriculum' Take up of Y6 breakfast club monitored, including attendance and outcomes for PP children attending. CPD for staff will be embedded in classroom practice</p> <p>Covid Recovery - Autumn term diagnostic assessments will identify gaps for immediate catch up using targeted Pixl therapies. Impact assessments will show clear progress towards closing these gaps for key marginal disadvantaged pupils.</p>	<p>HT / DHT</p> <p>HT/DHT/RSL's</p>	<p>Termly from Spring 2020</p> <p>Termly from Autumn 2020</p>

'catch up' on gaps created as a result of Covid 19		support QFT and specific intervention. This will enable us to support classroom teachers and teaching assistants to provide effective, targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, to maximise impact back in the classroom. Pixl Primary has also developed an 'Autumn Transition Package' specifically for Covid recovery.	Spring and Summer term as above using Pixl termly diagnostic assessments, therapies and impact tests.		
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Total budgeted cost				Interventions £2500 ELSA training £300 ELSA Provision £5700 (included in TA salaries costing above) Pixl Primary £2700	
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iii. Other approaches and wider strategies

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?
PP children will have full access to enrichment experiences and be included in as many extra-curricular activities as possible.	<p>Extra-curricular activities such as paid school clubs and music lessons will be subsidised</p> <p>Residential trip will be subsidised on a needs assessment basis</p> <p>School trips and in school activities (e.g. swimming) will be subsidised</p>	<p>Children who are able to join in with activities/ experiences outside of school improve self-esteem which impacts on academic achievement in the classroom.</p> <p>Whole school curriculum review will allow or building cultural capital (e.g. visitors, opportunities for learning within our immediate community). Opportunities for wider school opportunities to enrich extra-curricular experiences will be sought (e.g. Young Voices)</p>	<p>SBM / DHT / HT will ensure extra-curricular activities are promoted with PP children and that they will have priority for clubs where possible.</p> <p>DHT will analyse extra-curricular club offer and take up, termly, for proportion of PP pupils accessing these and barriers that may impact this</p> <p>School office team to review the offer of clubs termly to ensure there are a range of activities to appeal to a wide range of pupils</p>	HT / SBM / DHT / Curriculum Lead	<p>Autumn 2019</p> <p>Spring 2020</p> <p>Summer 2020</p>
To roll out metacognition, self-regulation and emotional resilience approaches to	Year groups will develop Building Learning Power action plans for implementation in class	The evidence-based research suggests that all children will benefit from the idea of 'learning how to learn.' We recognize that now we have	DHT to lead training for support staff so they fully understand the rationale	HT/DHT / School counsellor	Termly from Spring 2020

<p>wider school community, including parents, governors and support staff</p> <p>Introduction of 'Marvellous Me' package to support parental engagement with children's learning and learning behaviours in school</p>	<p>DHT/HT/ school counsellor to run parent workshops DHT to provide TA/Governor training</p> <p>Purchase and roll out of Marvellous Me</p>	<p>implemented this within the classroom, there is a need to roll this out to the wider school community. Promoting parental engagement with metacognitive approaches to support children beyond the classroom is a priority for this academic year.</p> <p>MarvellousMe engages parents by telling them about their children's learning and success. It enriches family conversations about school and makes it easy for parents to help their children's education. We hope this model will build and sustain parental engagement and positive behaviour/learning behaviours school wide.</p>	<p>and impact of a consistent approach to BLP.</p> <p>DHT to report to governors as part of the Personal Development action plan linked to SDP DHT/HT to run parental engagement workshops</p> <p>School counsellor to run emotional resilience workshops for parents</p> <p>Year group action plans reviewed termly and impact on pupils (including PP) reported to SLT/governors</p> <p>Non-negotiables to be established for staff and expectations of level of parental communication</p> <p>DHT to organise training session DHT to gain parental views following implementation</p> <p>Wider staff to have access to system e.g HT/DHT to engage parent community</p>	<p>DHT</p>	<p>Autumn term 2020</p>
<p>School counsellor will work with PP children and their families support emotional resilience and self-regulation. School counsellor will work with senior leaders and teaching staff to support with building emotional resilience and self-regulation strategies into everyday classroom practice (Quality First Teaching)</p>	<p>School counsellor will offer parent 'drop' in sessions weekly in order to target a wider range of families seeking support, in addition to 1:1 sessions for vulnerable pupils/families identified. School counsellor and senior leaders to work with staff for CPD on emotional resilience.</p>	<p>EEF shows that improvement in metacognition and emotional resilience has significant benefits to diminishing the difference for disadvantaged pupils. We identify that this will have more impact if wider school community (including parents) are supported to develop these strategies also.</p>	<p>Parent workshops for 'Supporting emotional resilience' offered by school counsellor and uptake of the sessions evaluated by DHT Evaluating impact of CPD for teachers and TAs will show a clearer understanding of these approaches and SLT will see evidence through observations and drop in sessions of improved behaviour for learning Staff will have accessed small group sessions with school counsellor to evaluate impact of actions in the classroom and seek support for any barriers</p>	<p>HT/DHT / School counsellor</p>	<p>July 2020</p> <p>To continue as soon as Covid restrictions allow</p>
<p>Total budgeted cost</p>					<p>School counsellor £9000 School trips/club £3500 Online learning platforms £3415 School Counsellor £9000 School trips/clubs £2800</p>

	<p>Online learning platforms £5450</p> <p>Marvellous Me £500 per year + £100 initial training cost</p>
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Review of Expenditure

Academic year | 2019-2020 (*school closures March to July 2020*)

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

Teaching Priorities

Desired outcome	Chosen action / approach	Estimated Impact	Lessons learned (and whether you will continue with this approach)	Cost
To fund whole school PSHE scheme of work (Jigsaw PSHE) and implement	DHT to research schemes of work and choose accordingly Staff training implemented on chosen scheme Rolled out to pupils in Summer term 2020 (including parent workshops)	'Jigsaw PSHE' primary package has been purchased with a view to implementing in summer term 2020. While this was halted due to school closures, the scheme was used to provide lessons on well-being for home learning in all year groups for Summer 2. It was also used to provide Y6 parents with suitable lesson planning for sex education lessons for the children who did not return when able to. Jigsaw has provided a specially designed 'Recovery Package' to support pupils emotional well-being and mental health, to be used on the full return to schools in September 2020. This will be a priority across all year groups for all pupils.	-Jigsaw Recovery package to be implemented in September 2020 -Full roll out of scheme of work in September 2020 -Staff training to continue across the academic year 2020-21, delivered by DHT with materials provided -To engage all stakeholders (including parents and governors) as next steps to communicate statutory requirements for Health and Relationships Education and revised PSHE policy -Consideration of how 'personal development' will be evidenced for disadvantaged pupils across the school e.g. pupil voice, outcomes of children's work/discussions	£1925

<p>Early reading results will improve across the school hence improving provision for PP children.</p>	<p>Member of staff to be allocated to specifically monitor 'Early Reading'. Key stage, EYFS and EMFL action plans (linked to SDP) will all have actions specifically linked to early reading Reading Lead to research best practice in early reading. CPD needed for teachers to improve pedagogy Reading observations will specifically focus on reading skills Bottom 20% of readers in every class will be targeted for support</p>	<p>Summative end of year data for July 2020 is not available due to covid. EYFS and KS1 reading materials have been audited by KS1 leader to ensure gaps have been highlighted and materials have been ordered to address these and to link more explicitly with phonics levels. Bottom 20% of readers were highlighted in every class in January 2020 pupil progress meetings to ensure these children were targeted in class prior to school closures. Y2 have revisited their model for guided reading and, following staff training, have adapted practice using RIC Reading to ensure key skills are explicitly taught in these sessions. A higher ration of staff were required to implement this but it has been successful and will continue next year. Opportunities for parents to engage in reading workshops and drop in sessions were planned for summer 2020 and these were unable to happen.</p>	<p>This action will carry over to 2020-21 academic year and reading continues to be a key focus within the school development plan.</p> <p>Next steps: -Early baseline phonics assessments for Y2 on returning to school enabled targeted teaching as part of the catchup curriculum. -Y2 model for guided reading to be adapted to deliver within Y1 by spring term 2021 -Y3 will complete baseline assessments in reading to pick up children who have not entered KS2 at ARE to ensure targeted support is in place including those that need additional phonics support. -Action plans for next academic year will identify barriers to address between Y2 to Y3 to ensure learning from the previous key stage is built on. -Purchase and implementation of Pixl Primary to ensure gaps in key skills for reading are identified and addressed on the return to school Autumn 2020</p>	<p>TA salaries total £67800 (includes reading support in in the classroom and through targeted intervention)</p>
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ii. Targeted support

Desired outcome	Chosen action / approach	Estimated Impact	Lessons learned (and whether you will continue with this approach)	Cost
<p>With increasing demand to support children's social and emotional well-being, fund LSA to complete ELSA training</p>	<p>LSA to complete ELSA training through WSCC Educational Psychology service</p>	<p>2/3 of the training programme had been completed before lockdown. Final training sessions will resume virtually in autumn 2020. ELSA room has been set up and timetabled. ELSA was able to access DSL training before lockdown and supported senior leadership team during school closures to contact vulnerable families for weekly updates.</p>	<p>ELSA Sessions will start in September 2020, initially focusing on pupils needing support on return to school and disadvantaged pupils.</p>	<p>£300 – training £5700 – annual cost to release ELSA for 12 hours per week (accounted for within overall TA salaries</p>
<p>PP children will make progress in line with their peers and some will make accelerated progress to diminish the difference further</p>	<p>Quality First Teaching ensures that teachers plan carefully for all pupils, looking at prior learning, using specialised resources where required. QFT will ensure that there is minimised 'narrowing of the curriculum' for all pupils, with children accessing additional intervention only where necessary</p>	<p>Summative data for end of EYFS, Phonics, KS1 and KS2 2019-20 academic year not available due to covid. In March 2020 KS2 Mock test results were imported to Fisher Family Trust as an indicator of predicted end of year results for cohort. This is not validated data but based on actual tests taken by the pupils before lockdown. The data below indicates significant progress for disadvantaged children had the end of KS2 SATS been taken later in the year. 15 out of 58 pupils were eligible for PP. Reading value added score: Non FSM +3.9 / FSM +5.5 Writing value added score: Non FSM +2.3 / FSM +4.0</p>	<p>Action to continue to 2020-21 academic year.</p> <p>Next steps: -Purchase and implementation of 'Pixl Primary' to ensure intervention for maths and English is targeted appropriately and effectively through diagnostic assessment and planned therapies for key marginal children, including disadvantaged pupils. -Raising Standards Leads (RSLs) to be identified in KS1 and 2 to support staff with delivery of Pixl - RSLs to monitor progress within key stages, DHT to specifically monitor progress of disadvantaged pupils in both key stages.</p>	<p>£2500 interventions</p>

		Maths value added score Non FSM +4.3 / FSM +4.7		
iii. Other approaches and wider strategies				
Desired outcome	Chosen action / approach	Estimated Impact	Lessons learned (and whether you will continue with this approach)	Cost
PP children will have full access to enrichment experiences and be included in as many extra-curricular activities as possible.	<p>Extra-curricular activities such as paid school clubs and music lessons will be subsidised</p> <p>Residential trip will be subsidised on a needs assessment basis</p> <p>School trips and in school activities (e.g swimming) will be subsidised</p>	Subsidies for all activities up to March 2020 were honored. Due to covid, all activities from March – July were cancelled, including clubs, school trips, swimming, Y4 enrichment days and Y6 residential.	Action to carry forward to 2020-21	School trips/club £3500
To roll out metacognition, self-regulation and emotional resilience approaches to wider school community, including parents, governors and support staff	<p>Year groups will develop Building Learning Power action plans for implementation in class</p> <p>DHT/HT/ school counsellor to run parent workshops</p> <p>DHT to provide TA/Governor training</p>	Year group BLP action plans in place and monitored until March 2020. BLP characters were referred to throughout home learning to give children and parents an opportunity to make links with school. Well-being page on website created in response to lockdown.	<p>Next steps:</p> <ul style="list-style-type: none"> - New year group action plans to highlight key BLP skills needed to address post covid -Parent and governor workshops to be scheduled -Purchase of 'Marvellous Me' as a platform to engage parents with BLP 	
School counsellor will work with PP children and their families support emotional resilience and self-regulation. School counsellor will work with senior leaders and teaching staff to support with building emotional	School counsellor will offer parent 'drop' in sessions weekly in order to target a wider range of families seeking support, in addition to 1:1 sessions for vulnerable	Many PP children and their families have been supported through the use of the School Play Therapist. Tuesday morning drop in sessions are well attended by parents and it has been acknowledged by the IPEH Horsham Hub that we maintain relatively low numbers of families on an Early Help Plan. We believe our outreach to parents via this service has supported this. This work is confidential but we know the proportion of families accessing the service who	<p>Next steps:</p> <ul style="list-style-type: none"> -Staff CPD with school counsellor to carry over to 2020-21 actions, to link with new PSHE scheme of work, which includes mindfulness, and staff confidence around this. - 	£9000 £5000 approx (additional unplanned spend for ROE pupil)

resilience and self-regulation strategies into everyday classroom practice (Quality First Teaching)	pupils/families identified. School counsellor and senior leaders to work with staff for CPD on emotional resilience.	are vulnerable. From March to July, much of this work was able to be carried out remotely with parents and regular contact was maintained with those families who were already open to the service.		
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Total PP Budget: £94020
Approximate Spend: £90025