

Pikemere Primary School



Pupil Premium Statement 2019-2020

Context of Pikemere School:

Pikemere School is a one-form entry school in Alsager, Cheshire. We converted to academy status in April 2018 and belong to Chancery Multi-Academy Trust. The school is situated in a quiet, private residential area, and has extensive grounds, which provide excellent educational and recreational opportunities for all of our pupils.

Our school ethos begins with the needs of each individual child, and reaches out towards their families and future. We believe that our school should be an island of stability, where a child can feel secure and happy whatever social pressures exist outside. We are determined to create an atmosphere of trust, consideration, tolerance and care between all members of our school community, so that all of our children will flourish and reach their full potential.

We believe that the responsibility for creating this happy, welcoming and secure environment rests with all of those who work within our school family, supported by parents, governors and others who work with us to achieve these ends.

We believe in going the extra mile for ALL of our students.

Key facts:

- Our school motto: 'WHERE LEARNING IS FUN' reflects our passion for a creative, curriculum to ensure that children are excited by their learning every day.
- General progress is improving year on year

% Expected standard+ (Re, Wr, Ma)

81%

FFT Rank

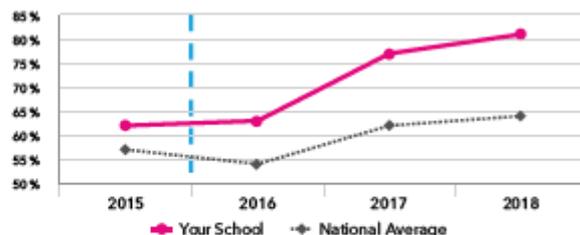
16

100

BETTER ▶

1

In line with the national average (64%)



KS2 performance summary

- We are a very popular school, and are currently over-subscribed.
- We are engaged in, and committed to, partnerships within our local area which enhance our educational provision and support our own community, such as: Alsager Community Trust, Good to Outstanding Leadership Group, Stoke City Football Club, Lawton Manor Care Home and Christ Church, to name but a few.
- Parents are actively welcomed into our school community to work in partnership with us.



Recent Initiatives/ Improvements:

- Targeted interventions to further diminish difference
- KIVA
- Growth mind set/ resilience training and implementation across all year groups
- Trauma training for Staff
- Art of Brilliance programme
- Emotion coaching for individual children
- Extra-curricular opportunities offered to all children
- Coaching offered to all Staff
- Links with Dogs Trust
- Dyslexia training for Staff

Objectives of Pupil Premium Funding:

When making decisions about using pupil premium funding, it is important to consider the context of our school, and the subsequent challenges faced. Common barriers for FSM children can be: less support at home; weakened language and communication skills; lowered self-confidence and esteem; more frequent behavioural difficulties; and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no 'one size fits all'. Our use of the PPG reflects the need to support social and emotional development, academic progress, access to enrichment activities and to support vulnerable families.

Our key objectives in using the Pupil Premium Grant are to ensure quality first teaching and to narrow the gap between pupil groups. As a school, we are passionate about diminishing the difference between pupil groups: every child should have the opportunity to fulfil their own unique potential. Through targeted interventions, we are working hard to eliminate any barriers towards this learning and progress. For children who start school with low attainment, our aim is to ensure that they make accelerated progress in order to reach age related expectations plus as they move through the school. Class teachers study assessment data thoroughly, to identify pupils' weaknesses. Individual study programmes are then designed to target any areas of concern. The PP lead and class teachers regularly meet to discuss the individual children and their progress, evaluating the impact of interventions and where necessary, making amendments to ensure maximum effectiveness.

In addition to this, we have identified some key principles, which we believe will maximise the impact of our pupil premium spending:



Our Key Principles:

Building Belief:

We will provide a culture where:

- Staff look at every child as 'human first'
- Every child has a 'champion' who will not allow excuses to be made for the child's underachievement
- Staff support a growth mind set approach to learning
- Staff work together to pinpoint barriers to learning and to find solutions

Analysing Data:

We will ensure that:

- All staff are involved in the analysis of data, so that they are fully aware of strengths and weaknesses of individuals, cohorts and across the school as a whole
- We use current research to support us in determining strategies that will be most useful for each child e.g. metacognition

Identification of pupils:

We will ensure that:

- ALL teaching staff and support staff are involved in the analysis of data and the identification of vulnerable pupils
- ALL staff are aware of who pupil premium and vulnerable children are
- ALL pupil premium children will benefit from the funding, not just those who are underperforming
- Underachievement at all levels is targeted (not just lower attaining pupils)
- Children's individual needs are considered carefully, so that we provide support for those children who could be doing 'even better if'.

We aspire to ensure that all children reach at least the expected standards, despite any individual barriers.

Improve day-to-day teaching

We will ensure that all children across the school receive quality first teaching. Teachers, Staff and SLT will:

- Know our children as humans first
- Set high expectations
- Address any inconsistency, within- school variance
- Share good practice within school
- Give relevant quality feedback to children
- Ensure consistent implementation of our non- negotiables e.g. Curriculum Expectations documents
- Use assessment effectively to inform planning, to ensure targeted activities



Increasing Learning Time

We will maximise learning time through:

- Monitoring punctuality and attendance carefully
- Providing earlier intervention (EYFS/ KS1), with a key focus on early reading and phonics
- Careful timetabling of support staff
- Making every minute count during lesson time

Individualising Support

We will ensure that that the additional support we provide is effective by:

- Looking at the individual needs of each child, and identifying their barriers to learning
- Ensuring additional support staff and class teachers communicate regularly
- Providing CPD for support staff
- Matching the skills of the support staff to the interventions they provide
- Providing support for parents
- Tailoring interventions to the primary needs of the child
- Recognising and building on children's strengths and interests to boost esteem

Funding Priorities

This year our aims are to:

- Further embed exceptional teaching and learning across the school
- Build self-esteem, develop self-reflective behaviour and provide emotional support
- Ensure all PP pupils make at least expected progress in Maths from their starting points across each phase
- Build links with PP families, providing emotional well-being support to all

School's Evaluation of Own Performance

The school's evaluation of its own performance is rigorous. Tracking of progress over time for each pupil is thorough, so that we can quickly identify dips, and develop strategies and interventions to promote improvement.

- A wide range of data is used: assessments, pupils' work, observations, learning walks, case studies and staff/ pupil/parent voice
- Formal assessment data is collected and analysed termly by class teachers and SLT
- Teaching staff attend pupil progress meetings regularly with Head Teacher- children's progress is monitored closely
- Teaching staff meet with PP lead each term, to look specifically at the progress of PP children within each class
- Regular feedback about performance is given to parents and children
- Impact of interventions is monitored closely and adapted if seen to be ineffective
- Case studies are used to evaluate and then to try to pinpoint specific barriers with PP children who are not making progress
- A governor is responsible for Pupil Premium and meets biannually with the PP lead to discuss progress and other issues

- ASP and whole school data is used to evaluate impact in terms of attainment and progress



Pupil Premium Expenditure 2019-2020

Purpose:

The government believes that the pupil premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their peers, by ensuring that funding to tackle disadvantage, reaches the pupils who need it most. The pupil premium was introduced in April 2011, and is allocated to schools to work with pupils who have been registered for free school meals at any point in the last 6 years (known as 'Ever 6 FSM'). Schools also receive funding for children who have been looked after continuously for more than six months, and children of service personnel.

Accountability:

The government believes that head teachers and leaders should decide how to use the pupil premium. They are held to account for their decisions through:

- The performance tables which show the performance of disadvantaged pupils compared with their peers
- The Ofsted inspection framework, under which inspectors focus on attainment of pupil groups, and in particular those who attract the pupil premium

Each school has a duty to publish information on its website about how this funding has been spent.

Measuring impact:

NUMBER OF PUPILS AND PUPIL PREMIUM GRANT RECEIVED 2019-2020			
Total number of pupils on roll			216
Total number of pupils eligible for PPG			12
Amount of PPG received per pupil	Looked after child pupil premium	2	
	Adopted child pupil premium	1	
	Ever 6 pupil premium	2	
	Free school meals pupil premium	7	
Total amount of PPG received (April-March)			£19,420

Pikemere Primary School monitors impact of support by analysing attainment and progress of pupil premium pupils and comparing them to other pupil groups to see if any difference in attainment and progress are minimised. In addition, we also

measure improvements in participation of clubs, attendance and punctuality, confidence and behaviour.

Pupil Premium- planned expenditure 2019-2020



Targets	Item	Objective	Cost	Impact
<p>Focus on building self-esteem, developing self-reflective behaviour and giving emotional support to all children and families</p>	<p>Creative Action Team</p>	<p>Animal assisted therapy and creative interventions to work with small groups of children to build self-esteem, develop self-reflective behaviour, give emotional support and develop ability to work as part of a team.</p>	<p>£3,528</p>	<p>During the school year, up until lockdown, two groups of children from Y2-Y6 had weekly sessions with the CAT team. (Y2 only managed 3 sessions before lockdown)</p> <p>Feedback from CAT team Staff was very positive about individuals. Generally, children showed an increase in positivity, confidence and raised self-esteem. One child was able to talk more openly about worries.</p>
<p>Focus on building links with families</p>		<p>To build links with parents/ carers. Meeting to discuss strengths and areas of need for each PP child.</p>	<p>N/A</p>	<p>Class teachers met with parents during Parents' Meetings to discuss their children's specific needs and worries. Any information relevant to PP children was fed back to PP Lead during our informal progress/ target setting meetings.</p>
<p>Focus on quality first teaching</p>	<p>Leadership and monitoring</p>	<p>Ensure all PP pupils make at least expected progress in Maths from their starting points across each phase.</p>	<p>£1000</p>	<p>Until lockdown, progress was monitored by Class Teachers and PP Lead together at assessment points.</p>

		<p>Pupil Premium lead to have time to analyse data, meet with class teachers and PP pupils, to identify individual barriers to learning.</p> <p>Pupil Premium lead will also monitor interventions and their impact- ensuring class teachers recognise their responsibilities.</p>	£900	<p>After initial baseline assessments were completed, PP Lead met with individual Staff members to discuss children's achievements, barriers to learning and possible strategies to overcome these.</p> <p>Where children were working with potential to achieve GDS, strategies and focus groups were agreed to encourage children to reach their targets.</p>
	Personalised interventions	Wave 1 and 2 interventions, in response to data analysis.	£11,624	At point of lockdown, all children were making satisfactory progress.
Focus on enrichment beyond the curriculum	Music lessons	Music lessons provided for three children.	£1,368	Music lessons continued virtually for all three children. Progress is good for all, and the continuity helped.
	Financial assistance with trips	Financial assistance for PP children's residential costs	£1000	Due to lockdown, no residential occurred.
Total:			£19,420	

Provision for Pupil Premium and vulnerable children during lockdown period until summer holiday

Class Teachers

During lockdown, each Class Teacher made a weekly phone call to our PP and more vulnerable children. They checked on their engagement with Home Learning, whether they needed resources, and the general emotional well-being of students and families.

Some students were invited into school to join the group of Key Worker children when it was felt that they were struggling at home. Paper copies of Home Learning packs were sent home regularly to some pupils who could not access learning via computer.

Deputy Head made regular additional fortnightly phone calls to PP families to check on the well-being of all the families.

Creative Action Team

Online Group work during Covid 19 lockdown April to June 2020

Creative Action Team CIC secured emergency funding during the lockdown period in April to June 2020. This enabled them to remain in touch weekly with children they had worked with in school during this period.

The sessions gave support to children who had an established relationship with the CAT team, allowed a space to explore feelings and also for them to see other children in a safe environment.

Social distanced Group work at the barn 23/6/20 to 7/7/20

Further to the online work delivered with a small group of children, Creative Action Team CIC were able to offer 3 social distanced, outdoor group work sessions at their farm premises. These sessions were aimed at raising confidence and resilience during a difficult and uncertain period. CAT staff remarked that as a group there were improvements in confidence, turn-taking, leadership and creativity.

Nature of support:	
Focus on quality first teaching	70 % of total
Focus on social, emotional and behaviour	18% of total
Focus on enrichment beyond the curriculum	12 % of total