

Pikemere Primary School



Pupil Premium Statement and Impact 2020-2021

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

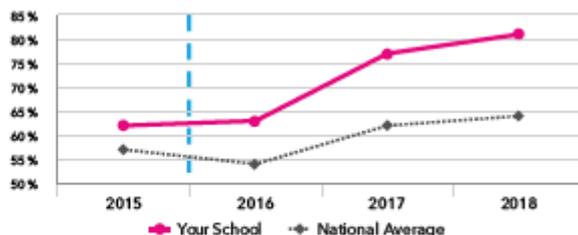
16

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 Committee, Stoke City Football Club, Lawton Manor 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
- Key focus on early reading through phonics in EYFS and Key Stage One
- Stile Trays- to develop children's independence
- KIVA Anti-Bullying School
- Working towards gaining Wildlife Friendly School status
- Parenting workshop course
- Art of Brilliance programme for Years 4-6
- Emotion coaching for individual children
- Extra-curricular opportunities offered to all children
- Coaching offered to all Staff
- Links with Dogs Trust

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 document
- 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)
- 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 give 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 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 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 2020-2021

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 2020-2021		
Total number of pupils on roll	246	
Total number of pupils eligible for PPG	20	
Amount of PPG received per pupil	Looked after child pupil premium	1
	Adopted child pupil premium	1
	Ever 6 pupil premium	2
	Free school meals pupil premium	16
Total amount of PPG received (April-March)	£18,485	

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 2020-2021



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 (CAT)</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, leading to increased confidence and attainment in the classroom.</p>	<p>£1,550</p>	<p>Before school closures, we had weekly intervention sessions with 12 children. Feedback from team was very positive. 9/12 students who took part were seen to make positive improvements as the sessions went on.</p> <p>Some feedback was: <i>'Initially J. struggled to listen and stay on task, but latterly showed underlying self esteem and worries, but he was able to look at strategies to help himself.'</i></p> <p><i>'J's confidence increased. He became more able to regulate himself, and fully engage with tasks.'</i></p> <p>During school closure and Covid related restrictions, CAT Team offered weekly outdoor group sessions to children that might have needed extra support. 7 children took part in these sessions.</p>
	<p>Parenting Workshops (CAT)</p>	<p>A series of 6 sessions aimed at teaching successful parenting skills.</p>	<p>£450</p>	<p>'Then- Now- Next' parenting workshops took place early in the year. Uptake was one set of parents. (Another set did half the sessions) They attended each of the 6 sessions, and the feedback they gave was that they found it helpful to look at different strategies to help their relationship barriers with their children.</p>
<p>Focus on building links with families</p>	<p>Art of Brilliance Project</p>	<p>A programme that introduces the themes of happiness, wellbeing, flourishing, resilience, positivity and personal responsibility to children in Years 4-6, leading to development of growth mindset; increased self-esteem; increased resilience to improve outcomes and ability to learn.</p>	<p>£3,700</p>	<p>We began the project in October. 3 classes received the initial input. As a school, we worked on embedding the main ethos into our daily talk in class, until lockdown.</p> <p>Staff felt that the children engaged well with the programme in the time that we had, and felt confident that children understood and could talk about the main concepts.</p> <p>The PP lead was also able to meet with 4 more A of B leads in local schools, to share the information and to develop a way forward as a cluster.</p> <p>Unfortunately, Covid restrictions halted our ability to continue delivering the programme throughout our school and community as we would have liked. A of B will continue to be embedded and then shared more widely throughout our next academic year.</p>

Focus on quality first teaching	Leadership and monitoring	Pupil Premium Lead to have time to analyse data, monitor books and work with class teachers informally to identify individual barriers to learning. (2 x afternoons per half term). Pupil Premium lead will also monitor interventions and their impact- ensuring class teachers and other adults in each class recognise their responsibilities.	N/A	Until lockdowns, progress was monitored by Class Teachers and PP Lead together at assessment points. The end of year data shows that PP children on track achieving ARE or above: 62% Maths 57% Writing 74% Reading 82% GPSV
	Personalised interventions	Wave 1 and 2 interventions, in response to data analysis	£10,685	
	ACT PP meetings/ Governors' meetings	Best practice is shared through regular meetings.	N/A	ACT meetings were cancelled due to Covid. PP lead met with PP Governor to monitor/discuss data and impact of strategy.
Focus on enrichment beyond the curriculum	Music lessons	Music lessons provided for three children.	£1600	Children have engaged well with lessons, and accessed them remotely when the pandemic closed the school.
	Out of school clubs	Financial assistance with fees for PP children.	n/a	Clubs did not run due to Covid
	Holiday/ Wraparound clubs	Financial support for children involved in holiday/ after school clubs.	£500	Families have been able to access Breakfast, After-School and holiday clubs, supporting them throughout Covid
Total:			£18,485	

	PP CHILDREN					NON PP CHILDREN				
	WTS	WTS+	EX	EX+	GD5	WTS	WTS+	EX	EX+	GD5
Reading	16.7%	8.3%	58.3%	8.3%	8.3%	12.3%	7.3%	31.9%	22.7%	29.8%
	25%		74%			59%		41%		
Writing	7.1%	35.7%	50%		7.1%	18%	21.3%	46.2%	13.6%	5.9%
	43%		57%			34%		66%		
SpaG	9.1%	9.1%	27.3%	45.5%	9.1%	10.2%	13%	27.8%	19.4%	29.6%
	18%		82%			23%		77%		
Maths	15.4%	23.1%	53.8%		7.7%	15%	16.2%	36.5%	13.2%	19.2%
	38%		62%			31%		69%		

Nature of support:	
Focus on quality first teaching	56 % of total
Focus on social, emotional and behaviour	28 % of total
Focus on enrichment beyond the curriculum	16 % of total

Reviewed October 2021