



# Ernesettle Community School

## Pupil Premium Funding Document

### 2020 – 2021

National Support School  
designated by



National College for  
Teaching & Leadership

National Leader of Education  
designated by



National College for  
Teaching & Leadership



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## Pupil Premium Strategy Statement

1. Summary Information					
School	Ernesettle Community School				
Academic Year	2020-21	Total PP budget	£209,366.00	Date of most recent PP Review	July 2020
Total number of pupils	518	Number of pupils eligible for PP	173	Date for next internal review of this strategy	July 2021

2. Current Attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in Reading, Writing and Maths	<b>93%</b>	70%
Progress score in Reading	3.58	0.13
Progress score in Writing	1.83	0.24
Progress score in Maths	4.12	0.31

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<i>In-school barriers (issues to be addressed in school, such as poor oral language skills)</i>	
A.	Weak Language and Communication skills - most children are working in the 22-36 month age band and are unlikely to have the breadth of vocabulary that reflects their experiences on entry to Reception. Children's use of Tier 2 and 3 vocabulary is lacking in all year groups.
B.	Low attainment on entry to the Early Years Foundation Stage in all areas but particularly understanding, listening and attention. Most children are working within 22-36 month age band on entry to Reception.
C.	More frequent behaviour difficulties. PP pupils are more likely to get a Red Card/Time Out Card; this has an effect on their academic progress and that of their peers.
D.	Basic spelling facts. Knowledge of spelling strategies is lower for pupils eligible for PP than for other pupils.
<i>External barriers (issues which also require action outside school, such as low attendance rates)</i>	
E.	Parental engagement and support from home – less PP parents attend Parents/Carers Meetings in comparison to non-PP parents.

<b>F.</b>	Attendance and Punctuality issues. Attendance figures are currently good for PP pupils and we would like to maintain this (FSM in particular are slightly lower than other children).
<b>G.</b>	Complex family situations. Pupils eligible for PP at Ernesettle Community School have on average experienced more Adverse Childhood Experiences.
<b>H.</b>	Accumulation of skills and experiences needs to improve social and cultural capital and life aspirations.

#### 4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improved language and communication skills for pupils eligible for PP.	Pupils in all year groups who are eligible for PP make rapid progress by the end of KS2 so that all pupils who are eligible for PP meet age related expectations. Children leaving EYFS will be working at a blank level 4 unless a SEND need is identified. During pupil conferencing and lesson observations pupils are observed as having a breadth of vocabulary that reflects their experiences and children will be observed to connect ideas orally and explain what is happening coherently.
<b>B.</b>	Higher rates of progress across EYFS especially in understanding, listening and attention.	Pupils identified as PP make as much progress as non-PP peers across EYFS and those who are identified as Low Prior Attaining make accelerated progress. Progress will be visible in learning walks, lesson observations and in learning journeys. The amount of pupils who are GLD by the end of Reception will be in line or above non-PP pupils nationally. During observations, pupils will be observed to be concentrating and listening attentively. By the end of EYFS, all PP pupils will have achieved these KPIs unless a SEND need has been identified.
<b>C.</b>	Behavioural issues addressed.	All staff to assess the wellbeing of learners so that they are able to provide effective and timely support after the lockdown period. Fewer Red/Time Out cards recorded for pupils eligible for PP. All disadvantaged pupils in EYFS will meet the expected standard for managing feelings and behaviours.
<b>D.</b>	Pupils eligible for PP to develop spelling strategies.	Pupils eligible for PP will develop their strategies for spelling and will be able to spell over 80% of the Common Exception Words for their year group. PP pupils will make progress in writing and will achieve in line or above ARE.
<b>E.</b>	Increased parental engagement and support from home.	Increase in the number of parents of pupils eligible for PP attending Parent/Carer Meetings.

		Class Dojo to connect teachers with students and parent/carers to build classroom communities that encourage pupils and engage parent/carers with home learning activities.
<b>F.</b>	Increased attendance rates and punctuality for pupils eligible for PP, particularly considering the impact of COVID-19 on PP children.	Overall PP attendance continues to be above 96% and reaches 98.5%. Number of PP pupils receiving attendance letters reduces.
<b>G.</b>	Families identified as having complex family situations are supported through a multi-agency approach.	Parent voice will be captured and pupil progress will not be effected by adverse childhood experiences. PP pupils with complex family situations will be supported as part of an EHAT and will meet at least ARE by the end of the academic year.
<b>H.</b>	PP pupils to accumulate the skills and experiences needed to improve social capital and life aspirations.	Increased access for PP pupils for the accumulation of skills and experiences needs to improve social capital and life aspirations. Pupil conferencing on life aspirations. KS2 secondary destination choices more diverse. Reports on whether these children attend university or further education in the future.

5. Planned expenditure					
Academic year	2020/21				
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.					
i. Quality Teaching for All					
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?
Improved language and communication skills for pupils eligible for PP funding. Children will have breadth of vocabulary that reflects their experiences and will access tier 2 and 3 vocabulary.	<p>High quality teaching and enhanced continued professional and leadership development especially in language and communication through links with Livewell SALT and school-based SALT.</p> <p>Enhanced Teaching assistants in KS1.</p> <p>Speech and language champions in each unit.</p> <p>Effective tracking and assessment of PP eligible pupils.</p> <p>Tier 2 and 3 vocabulary on display for all curriculum subjects with definitions. Whole school 'Word of the Week' shared on Facebook with</p>	<p>Many different evidence sources recognise quality first teaching as the most effective way to improve progress and attainment. Including the EEF publication 'Closing the Attainment Gap'. Teachers will evaluate effectively to ensure misconceptions are addressed and personalised learning is available. To maintain high quality teaching, continued professional development must be embedded and three members of the leadership team have attended training on Leading Learning with an EEF Research Network School.</p> <p>EEF guidance report on preparing for Literacy, recommends high quality interactions between adults and children.</p> <p>We do not want to rely on our least qualified members of staff to have these quality interactions so by using our in school SALT we will be able to upskill teachers and support assistants to ensure staff are trained to engage and encouraged these high quality interactions.</p> <p>Through training staff to use gap analysis software on Target Tracker, staff will be able to identify gaps for whole cohorts, groups of</p>	<p>High quality teaching will be monitored through observations, learning walks, learning scrutinies and pupil conferencing. Leaders will use the logic model template shared at Leading Learning Course to ensure training is implemented well.</p> <p>Speech and Language champions will be chosen based on their appropriateness for the role. They will be trained with in school speech and language therapist and Livewell SALT. Training will take place weekly and then termly meetings will take place to assess, plan, do and review interventions and to discuss any issues. Further training will then be provided.</p> <p>Learning Walks will evidence tier 3 vocabulary on display and reading with pupils will evidence their ability to access tier 3 vocabulary.</p>	SR KR	<p>Termly</p> <p>January 2021</p> <p>Termly</p> <p>Termly</p>

	<p>families. Each class will have a word of the week display.</p> <p>Playhouse Primary Partnership.</p> <p>Show Up Drama Sessions.</p>	<p>pupils and individuals and adapt planning and teaching appropriately.</p>			
<p>Higher rates of progress across EYFS especially in understanding, listening and attention.</p>	<p>Enhanced continued professional and leadership development.</p> <p>Enhanced Teaching assistants in EYFS.</p> <p>Effective tracking and assessment of PP eligible pupils.</p> <p>High quality teaching.</p>	<p>We want to ensure training in the EYFS provides clear strategies to better support individuals to ensure progress in all areas but particularly in communication and language area of learning. This training will be provided to teaching and support staff. Evidence shows that disadvantaged children already start school at a disadvantage and on average nationally are already working at least 4 months behind their peers.</p> <p>All adults will contribute to the evaluation and planning to ensure misconceptions are addressed and post teach interventions can be completed.</p> <p>The 'Closing the Attainment Gap' document produced by EEF shows that targeted small group and 1:1 intervention has been shown to have the largest potential for immediate impact on attainment.</p>	<p>High quality teaching will be monitored through observations, learning walks, learning scrutinies of learning Journeys and pupil conferencing.</p> <p>Leaders will use the logic model template shared at Leading Learning Course to ensure training is implemented well.</p> <p>In school speech and language therapist will screen all children on entry and provide whole class, small group or individual support or direct trained staff to provide intervention where necessary. Interventions will be reviewed each term.</p>	<p>EU KR SR</p>	<p>Termly</p> <p>July 2020</p> <p>Termly</p>

<p>Ensure all staff have the necessary skills to protect, relate, regulate, and reflect for pupils experiencing Social, Emotional and Mental Health (SEMH) difficulties as a result of the pandemic.</p>	<p>Trauma Informed Schools training and Supervision for TIS practitioners.</p>	<p>The ACE's study is one of the biggest Public Health studies of all time (17,000 people). The study found that ACEs are a leading determinant of the most common forms of physical illness, mental illness, and early death in the Western World. Research studies on social buffering, show that 'protective factors', namely interventions by emotionally-available adults, before the age of 18, can interrupt the trajectory from childhood adversity to challenging behaviour, learning difficulties, long-term mental, physical and societal ill-health.</p>	<p>Assessment over assumption! All children complete the 'I wish my teacher knew...' activity. Staff to assess the wellbeing of learners so that they are able to provide effective and timely support.</p> <p>Emotional Logic Interventions to support children to make sense of unpleasant emotions and harness that emotional energy to face life's challenges, build emotional resilience and embrace change.</p>	<p>SLT SR CD</p>	<p>Termly</p>
<p>Identify particular areas where pupils have forgotten or misunderstood key concepts in the core subjects.</p>	<p>Class Transition Meetings</p> <p>Baseline Assessments in Reading, SPAG/Phonics Writing and Maths for all year groups.</p>	<p>It will be crucial for successful transitions and a positive start in September that Teachers/Teaching and Learning Assistants are aware of all individual pupil details and are as prepared as possible for their new classes. Staff to use the information provided to build on the progress and experiences of children who did/did not attend school during the lockdown period. The DFE has asked that as part of the catch-up curriculum schools plan on the basis of the educational needs of pupils. Curriculum planning should be informed by an assessment of pupils' starting points and addressing the gaps in their knowledge and skills. 0</p>	<p>All teachers to fill out Transition Meeting Information document ahead of their transition meetings. Documents to be shared with Unit Leaders and new Class Teachers/Teaching and Learning Assistants. Unit Leaders to collate all of the documents sent to them from their units and share them with the SLT.</p> <p>Recovery Curriculum to be delivered throughout EYFS, KS1 and KS2. Quality planning and teaching, tutoring and additional interventions will help pupils transitioning back to, or starting school, after lockdown manage the effects of COVID-19 on their personal, social, emotional, and academic development.</p> <p>High quality teaching will be monitored through observations, learning walks, learning scrutinies and pupil conferencing.</p>	<p>SR PK SLT</p>	<p>Yearly Transition Meetings</p> <p>Termly Pupil Progress Meetings / Termly Inclusion Reviews / Termly at SLT</p>
<p><b>ii. Targeted support</b></p>					

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>Improved language and communication skills for pupils eligible for PP.</p> <p>Higher rates of progress across EYFS especially in understanding, listening and attention.</p>	<p>Speech and Language therapy service.</p> <p>Increased support in KS1 and KS2.</p> <p>Makaton Friendly Organisation.</p> <p>Nuffield Early Language Intervention.</p>	<p>Last academic year all PP pupils entered EYFS working well below ARE for Communication and Language. At least 5 pupils have been identified as needing specialist SALT support and many pupils need SALT support at a targeted level. Not all of these pupils will meet the threshold for NHS SALT so an in school therapist will be able to screen all pupils on entry and identify those that need 1:1, small group or whole class support, train staff and provide appropriate resources.</p> <p>Trained staff will provide pupils with bespoke and targeted termly interventions. Post teach will also be used to stretch learning.</p> <p>Early intervention is known to close the attainment gap between disadvantaged children and their more affluent peers. Teachers to work in various research groups to further their professional development; one of the research groups will focus on Closing the Vocabulary Gap.</p>	<p>In school, SALT will run training. Timetables will be organised to ensure staff delivering provision have sufficient preparation and delivery time. In school, SALT will be on hand to trouble shoot. Provision maps will identify up to three outcomes pre and post assessment data as well as next steps.</p>	<p>EU SR KR</p>	<p>Every 6 weeks</p>

<p>Pupil eligible for PP to maintain positive attitudes to spelling and to develop spelling strategies.</p>	<p>No Nonsense Spelling.  Meta Cognition and self-regulation strategies taught.</p>	<p>Some PP pupils have been observed to lack resilience when faced with a challenge in their learning as they have not accrued the required spelling strategies.</p> <p>By using a meta cognition strategy, pupils will be learning to learn. They will have a repertoire of strategies to choose from during learning and will be able to manage own motivation towards learning to make accelerated learning.</p> <p>Meta-cognition rated as high impact low cost in Teaching and Learning Toolkit.</p>	<p>This will form a focus of learning walks and pupil conferencing as well as coaching. Observers will witness high expectations of all, independence, maturity and sophistication.</p> <p>Spelling Tests will include Common Exception Words for the year group that the children are in, ensuring that children leave KS2 being able to spell the words correctly.</p>	<p>EU AM</p>	<p>Every 6 weeks  Termly at SLT</p>
<p>Close gaps in Reading, Writing and Maths caused by the pandemic for disadvantaged pupils.</p>	<p>Academic Mentor to provide tailored support 1:1 and in small groups for disadvantaged pupils.  Small group tuition for SPAG/Phonics, Reading and Maths. Additional Teacher/Teaching and Learning Assistant to support interventions in Years R, 1 and 5. SLT to run SPAG/Phonic interventions.</p>	<p>Baseline assessments show that pupils in the three highest percentage classes of disadvantaged pupils in the school, performed the poorest.</p>	<p>Through training staff to use gap analysis software on Target Tracker, they will be able to identify gaps for whole cohorts, groups of pupils and individuals and adapt interventions appropriately.</p>	<p>SLT</p>	<p>Termly at SLT</p>
<p><b>iii. Other approaches</b></p>					
<p><b>Desired outcome</b></p>	<p><b>Chosen action/approach</b></p>	<p><b>What is the evidence and rationale for this choice?</b></p>	<p><b>How will you ensure it is implemented well?</b></p>	<p><b>Staff lead</b></p>	<p><b>When will you review implementation?</b></p>

Behavioural issues addressed.	<p>Educational Psychologist and MAST resources.</p> <p>Inclusion Teacher and therapy dog.</p> <p>Free uniform.</p>	<p>Inclusion Teacher and Therapy Dog - children will develop independent and collaborative skills, empathy and citizenship. Children's wellbeing will improve as a result and improved wellbeing and empathy should positively impact on behaviour in the classroom. Emerging research on therapy dogs and dog-assisted learning shows that they can have physical benefits- such as reducing blood pressure and physical stimulation; social benefits- such as promoting greater self-esteem and cognitive benefits-such as stimulating memory and improving problem solving.</p> <p>When behaviour needs cannot be met an universal or targeted level and the school has followed the graduated approach, specialist advice and services can be sought from the MAST team including support at TAMs and EHATS, therapy services and family support for boundaries and appropriate chastisement.</p> <p>Inclusion Teacher teaches anger management techniques, relaxation and guided meditation.</p>	<p>Research has shown that during school closures there have been increased calls to the Samaritans, increased cases of domestic violence, substance abuse and alcohol misuse. We cannot provide effective support if we do not know what the children have experienced. All staff to assess the wellbeing of learners so that they are able to provide effective and timely support.</p> <p>Staff reminded regularly of the positive behaviour policy by SLT to ensure it is used consistently through learning walks and pupil conferencing.</p> <p>Children to be regularly reminded of school rules and rewards and sanctions in lessons and in assemblies.</p> <p>Leuven Scale used to measure impact of interventions with a look to moving to Motional in the future.</p> <p>Where possible multi-agency support plans in place for children needing support for behaviour at a specialist level with meetings occurring every 6 weeks or earlier if needed. Children's voice to be captured in these meetings if it is not appropriate for children to attend.</p>	<p>SR AM SMc</p>	<p>Termly</p> <p>Daily in class At least once a term in assembly</p> <p>July 2020 SLT Final governors meeting of the academic year</p> <p>Every 6 weeks</p> <p>Every 6 weeks</p>
Increased parental engagement and support from home.	<p>DFE Activity Passport.</p> <p>Xpressions App and Group Call.</p>	<p>Establishing an education that goes beyond the classroom blog on gov.co.uk website linked well to launch of DFE passport and showed the results of building character as well as intellect.</p>	<p>Work alongside On Course South West to provide quality training sessions regularly gaining feedback from parents.</p> <p>To use Class Dojo to connect teachers with students and parent/carers to build</p>	<p>SLT</p> <p>SR KP</p>	<p>Weekly/Monthly</p>

	<p>On Course South West parent learning courses.</p> <p>Class Dojo.</p>	<p>We are aware of many parents of eligible PP pupils that are unable to read and write and therefore do not read or complete important letters. By communicating through Xpressions, language and text is kept short and simple and is more accessible for these parents.</p> <p>Use 'On Course South West' to provide parenting learning course based on feedback about which course parents want.</p>	<p>classroom communities that encourage pupils and engage parent/carers with home learning activities. Class Dojo accounts will be used by teachers to upload any information and learning activities if a bubble must close.</p>		<p>At the end of each course</p>
<p>PP pupils to accumulation the skills and experiences needed to improve social capital and life aspirations.</p>	<p>Animal therapy.</p> <p>DFE Activity Passport.</p> <p>STEM Club.</p> <p>Offsite Educational visits and visitors.</p> <p>Learning in the natural environment and outdoor learning opportunities.</p>	<p>One of the key lessons learned in the 'Closing the Attainment Gap' document produced by the EEF is that essential life skills (character) are important in determining life chances.</p> <p>"Intelligence plus character-that is the goal of true education." —Martin Luther King, Jr.</p> <p>Last year PP pupils outperformed non-PP pupils nationally but to build cultural capital, pupils not only need knowledge, they also need attitudes, tastes, values and language. Pupils at Ernesettle Community School need access to experiences to enable them to accumulate these skills.</p>	<p>Personalised version of the DFE passport will be designed and launched by SLT working party.</p> <p>Units will continue to plan a trip or visitor each term in line with COVID-19 guidelines.</p> <p>Continue to share success in assemblies and raise profile with parents through Facebook and newsletter.</p>	<p>SLT</p>	<p>January 2021 SLT</p> <p>Termly Curriculum reviews</p> <p>Daily/Weekly</p>
<p>Increased attendance rates and punctuality for pupils eligible for PP.</p>	<p>Subsidised breakfast club and after school clubs and Gregg's breakfast.</p> <p>EWO employed 75 hours per year.</p> <p>Attendance Draw.</p> <p>New attendance policy.</p>	<p>Ensure all pupils attend school and return to normal educational routines as quickly as possible after the lockdown period. Evidence shows that pupils with an attendance of 95% or less do not achieve as well academically as peers with an attendance of over 95%.</p>	<p>Through impact report, new interventions will be monitored for success termly.</p> <p>Through feedback from parents changes will be made to the process for contacting parents and referring to the EWO. This will feed into the new attendance policy.</p> <p>Attendance lead will continue to ask pupils and parents what the school can do to help and will put in individualised interventions where necessary. Fortnightly will continue to meet every 2 weeks with the EWO.</p>	<p>SR PP</p>	<p>Termly</p> <p>Weekly</p>

			Attendance Draw - vouchers at the end of year to celebrate attendance achievements.		
Families identified as having complex family situations are supported through a multi-agency approach.	MAST resources.	MAST referrals are completed for Learning Mentors, Art Therapists and Counsellors etc.  Child Protection records show an increase in children having experienced Adverse Childhood Experiences (ACE).	Support from MAST to ensure referrals are accepted in a timely manner and staff members are provided with guidance to support children who have experienced ACEs.  The non-classed based SENCo has greater capacity to also support teachers to support the children.	SR	January 2021
<b>Total budgeted cost</b>					<b>£209,366.00</b>