

Pupil premium strategy statement 2020/21



HARRIS GOUGH

F E D E R A T I O N



School overview

Metric	Data
School name	Myddle CE Primary School
Pupils in school	107 + nursery
Proportion of disadvantaged pupils	18%
Pupil premium allocation this academic year	£12105 + £3100 service premium
Academic year or years covered by statement	2020/21
Publish date	November 2020
Review date	November 2021
Statement authorised by	Bernard Leeden
Pupil premium lead	Clare Williams
Governor lead	Jan Donoghue

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	n/a due to pandemic
Writing	n/a
Maths	n/a

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	
Achieving high standard at KS2	
Measure	Activity
Engaging with home learning during any periods of isolation	Dedicated space on the school website; pupil blogs; class dojo;
Being taught on site during periods of lockdown under vulnerable child criteria	Any child who meet the vulnerable child criteria, or any we deem to need this provision, can come into school during lockdown.

Ensure access to learning resources, laptops and equipment	laptop can be provided; books and resources provided
Projected spending	£50 website additional pages

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	To close the gap in reading comprehension between PPG and non-disadvantaged children through use of Book Talk and RWI	Termly
Progress in Writing	To close the gap in writing between PPG and non-disadvantaged children through use of The Write Stuff and structured intervention programs.	Termly
Progress in Mathematics	Engage disadvantage children through Active Maths teaching and close the gap in attainment between PPG and non-disadvantaged children.	termly
Phonics	Year 2 pupils to take the phonics screening check that they missed in lockdown and at least 75% of PPG children pass. At least 80% of year 1 PPG pupils to pass phonics screening check.	December 2020 June 2021 (update: this will now to a mock test)
Other	To introduce JigSaw PSHE scheme to help support well-being and mental health of pupils	Termly units

Targeted academic support for current academic year

Measure	Activity
Priority 1: ensure well-being needs are met for the child and their family	Offer a place for child in school during lockdown; give family a laptop and books; regular zooms and dojo contact between carer/parent and teacher; learning mentor intervention in school or via zoom.
Barriers to learning that this priority addresses	Provides consistency of education; provides someone to talk to to reduce anxiety; ensures that parents/carers don't get overwhelmed which could affect the children.
Priority 2: close gaps in learning and increase the child's	Provide regular 'bounce-back' sessions funded by the catch-up premium. These will be either daily in a

confidence and resilience in class.	small group, or twice a week 1:1 with a dedicated member of staff.
Barriers to learning that this priority addresses:	This addresses potential loss of confidence during lockdown; gaps in their learning; collaborative working; targeted learning.
Projected spending	Dedicated teaching assistants for interventions from September 2020 15 hours per week £5000 Resources, subscriptions and laptops: £3000

Wider strategies for current academic year

Measure	Activity
Priority 1: whole school recovery	A blend of pastoral care and a tailored curriculum – see separate document for details. This includes introducing Jigsaw PSHE across the federation to provide consistent mental health, well-being and social education at this important and challenging time.
Priority 2: Children’s writing	To improve stamina and skills for writing as this is an area most affected by lockdown. Each class to have access to Write Stuff resources and training. Teachers will implement these Jane Considine units to improve children’s writing across the school.
Barriers to learning these priorities address	Stamina for writing; Writing techniques; Age – appropriate tools for writing and linguistic features.
Projected spending	Write Stuff planning units: £1500 Jigsaw PSHE scheme: £495

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Difficult to monitor teaching as not allowed to cross bubbles; large periods of time where the children have not been in school.	Teacher’s have monitored the learning and participation of their own class; SLT to monitor books if not possible to monitor live lessons; all work submitted via dojo to be kept as evidence of learning.
Targeted support	Some of the targets are hard to measure with figures and data; testing is not taking place as usual due to pandemic.	The intervention teachers will keep own tracking sheets measuring engagement, participation and improvement.

Wider strategies	SLT will monitor implementation of the Write Stuff and Jigsaw through book scrutiny when safe to do so.	Learning walks will take place when safe to do so using social distancing and face coverings.
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