

Pupil Premium Strategy Statement

Summary information					
School	Travis St Lawrence CE Primary				
Academic Year	20/21	Total PP budget	81,320	Date of most recent PP Review / Check	10.07.19
Total number of pupils	335	Number of pupils eligible for PP	62	Date for next internal review of this strategy	Final review July 2021

School context

Travis St Lawrence CE primary school is a larger than average primary school in Hatfield, Doncaster. The school has a split site, with EYFS and Key Stage 1 based at the 'lower' site and Key Stage 2 based at the 'upper' site. The staff work as one team, with subject leaders working across all key stages. Most year groups have two parallel classes, with average class sizes of approximately 25. The leadership team consists of the head teacher, deputy head teacher (non-class based) and two assistant head teachers (both class based – one at the lower site and one at the upper site).

During lockdown, Travis remained open to vulnerable pupils and children of key workers throughout. From the first week, approximately 30 children were in school each day. As lockdown continued, this increased to an average of approximately 50 each day. Throughout the school closure period our most vulnerable children (those with a social worker) attended every week, most full time. As the school opened to more pupils in June, we had approximately 140 pupils in each day. We also welcomed back some of our more vulnerable and anxious children to help transition back into school for the Autumn term. We routinely had the largest cohort of children in the local authority, also managing supporting remote learning, providing free school meals support and carrying out twice weekly/weekly welfare checks.

Through the first few weeks of the Autumn term staff will carry out a planned sequence of assessments to establish where children's learning is at and to identify children who will need to catch up gaps in their learning. We will also carry out emotional well-being assessments on every class and form a tiered support programme for children's emotional well-being and mental health.

There is significant variation in the proportion of children receiving pupil premium in each year group across the school.

YEAR	Pupil Premium	Currently FSM
NURSERY	2/28 = 7%	0/28 = 0%
RECEPTION	3/39 = 8%	2/39 = 5%
1	12/55 = 22%	12/55 = 22%
2	9/40 = 23%	9/40 = 23%
3	6/37 = 16%	5/37 = 14%
4	12/46 = 26%	11/46 = 24%
5	12/49 = 24%	9/49 = 18%
6	6/40 = 15%	3/40 = 8%
TOTAL (R-6)	62/335 = 19%	51/335 = 15%

National	24%	17%
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Numbers in black – verified 2019 data. Numbers in red – School 2020 data.

Current attainment EYFS					
Total number of pupils	38 56	Number of pupils eligible for PP	5 11	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving GLD				20% 46%	55%
% achieving all learning goals				20% 46%	57%
% achieving all prime areas of learning				20% 64%	%
% achieving all specific areas of learning				20% 46%	%

Current % achieving the expected standard in phonics at KS1					
% achieving the expected standard at Y1				Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
Total number of pupils	31 40	Number of pupils eligible for PP	6 7	100% 43%	84%
% achieving the expected standard at Y2				Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
Total number of pupils	9 3	Number of pupils eligible for PP	3 1	67% 0%	50%
% achieving the expected standard at the end of KS2				Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
Total number of pupils	48	Number of pupils eligible for PP	10	90%	85%

Current attainment KS1

Current attainment KS2					
Total number of pupils	44 47	Number of pupils eligible for PP	11 8	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving ARE in reading, writing and maths				55% 50%	71%
% achieving ARE in reading				55% 63%	78%
% achieving ARE in writing				82% 88%	83%
% achieving ARE in maths				64% 63%	84%
Total number of pupils	48 33	Number of pupils eligible for PP	10 9	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving ARE in reading, writing and maths				50% 29%	69%
% Achieving ARE in reading				67% 57%	78%
Progress score in reading				-4.2 N/A	0.3
Progress score in maths				-3.6 N/A	0.4

Three Year Plan (Long term objectives to be achieved over the next three years)
Quality First Teaching <i>(Issues such as teaching initiatives, professional development, recruitment/retention, support for early careers teaching)</i>
The quality of teaching and learning is at least good in all classes and all pupils will have access to high quality teaching on a daily basis.
There is a culture of continuous improvement amongst all staff and there is access to high quality professional development. (Academic & pastoral)
Teaching assistants will have the skills and knowledge to effectively support pupil's learning both in and outside of the classroom.
There will be curriculum equity for all pupils and the curriculum will meet the needs of all pupils. <i>Including any missed learning due to Covid-19.</i>
Targeted Academic Support <i>(Structured interventions - small group tuition, one-to-one support)</i>
Structured interventions based upon evidence will be in place and will be used effectively to identify and close gaps in learning.
Wider Strategies <i>(issues which also require action such as low attendance, behaviour, parental engagement)</i>

The attendance of all pupils will increase and be in-line or above that of all pupils nationally.
Effective communication with parents, carers and families.
<i>A full programme of pastoral support will be delivered to support all children in returning to school after substantial time at home due to Covid-19.</i>

Year 2			
Quality First Teaching <i>(Issues such as teaching initiatives, professional development, recruitment/retention, support for early careers teaching)</i>			
		Person/Team Responsible	Cost
A	The teaching of phonics is not yet consistently good.	CB / LW	£2304.40
B	Fluency, stamina and complex comprehension in reading at all stages.	LH	£46,353.40
C	Develop knowledge and skills of support staff and use them effectively	CB / AH	£245.40
D	Review impact of curriculum offer	AH	£10,372.00
Targeted Academic Support <i>(Structured interventions - small group tuition, one-to-one support)</i>			
		Person/Team Responsible	Cost
E	Interventions will have impact	AH / EG	£5260.00
F	SEND support plans will be specific and have impact	EG	
Wider Strategies <i>(issues which also require action such as low attendance, behaviour, parental engagement)</i>			
		Person/Team Responsible	Cost
G	Continue with member of staff named for attendance	JH	£7285.00
H	Embedding effective communication with parents / carers with less face-to-face contact	SLT	£9747.20
I	Increase in children requiring SEMH support due to the pandemic	AH	

A. Planned Expenditure				
Barrier/Problem	Intervention Description (What are the active ingredients?)	Implementation Activities	Implementation Outcomes	Pupil Outcomes
Teaching of phonics is not yet consistently good and school closure has led to gaps in learning. Staff need to embed a full understanding of how to teach phonics at all stages Staff need to ensure the expectations for their year group are set clearly Pupils have missed significant learning due to Covid-19 pandemic	Active Ingredient 1- Ascertain children's current phonics development. Active Ingredient 2- Phonics will be taught daily. Active Ingredient 3- All staff will have fidelity to Travis' approach to RWI phonics. Active Ingredient 4- Assessments will take place every 6 weeks. Active Ingredient 5- The reader leader will ensure high quality phonics is delivered.	Baseline assessments will be carried out in early September to identify learning missed or needing to be reactivated. CPD will be given to all staff around the specifics of teaching phonics. Formal communication will take place through staff meetings, phase meetings and nudge emails. Staff will be encouraged to communicate informally to maintain momentum. Follow up support in terms of coaching will be provided by the research leads on a regular basis.	Short term: Fidelity: Understanding of where each child is at. Acceptability: Teachers teach their phonic group at the appropriate level. Medium term Fidelity: Teachers stick to the programme and close gaps in missed learning. Acceptability: Quality of teaching and learning in phonics is securely good.	Short term- All children access phonics at age / stage appropriate level. Medium term- All phonics teaching is at least good. Long term- Pupils passing phonics screening is 100% by the end of KS1.
Review Progress at the end of the autumn term		Review Progress at the end of the spring term		Review Progress at the end of the summer term
Baseline assts carried out and groupings / interventions identified. CPD delivered to all staff. Early Reading lead overview of phonics teaching. Groupings amended as required after assessments. Reading leader folder. Assessments carried out every six weeks.		Drop-ins show that phonics teaching is at least good. Q of Ed folder. Phonic tracking shows improvements in phonic outcomes for children. Phonics tracker.		Drop-ins show that phonics teaching is at least good. Q of Ed folder. Phonic tracking shows improvements in phonic outcomes for children. Only 1 child (SEND) did not pass by the end of KS1. Phonics tracker and results.

B. Planned Expenditure				
Barrier/Problem	Intervention Description (What are the active ingredients?)	Implementation Activities	Implementation Outcomes	Pupil Outcomes
<p>Fluency, stamina and complex comprehension in reading at all stages.</p> <p>Staff need to embed full and specific understanding of how to teach reading at all stages</p> <p>Some Pupils do not have age appropriate fluency</p> <p>Pupils do not always have the stamina to tackle extended comprehension and longer texts</p> <p>EEF reading comprehension strategies – positive impact of +6 months</p> <p>This has been made harder for some pupils due to the missed learning in the Covid-19 pandemic.</p>	<p>Active Ingredient 1- All staff will teach phonics fluency (Y2-Y6) daily as part of the reading lesson with appropriate challenge.</p> <p>Active Ingredient 2- Pupils will be given the opportunity to read to an adult in school at least once per week.</p> <p>Active Ingredient 3- Pupils will access high quality, appropriately challenging (lexical density) age appropriate texts.</p> <p>Active Ingredient 4- Teachers will develop 'book talk' with subsequent written comprehension at an appropriately challenging level every week.</p> <p>Active Ingredient 5- Pupils will understand how to respond to texts and the level of clarity that is required to do so correctly.</p>	<p>Follow up CPD will be given to staff (new / needing support) around the specifics of teaching fluency in reading, phonics and reading comprehension.</p> <p>Formal communication will take place through staff meetings, phase meetings and nudge emails. Staff will be encouraged to communicate informally to maintain momentum.</p> <p>Follow up support in terms of coaching will be provided by the research leads on a regular basis.</p> <p>Additional teacher will be employed to reduce class sizes in lower KS2 to support transition from KS1 to KS2.</p>	<p>Short term:</p> <p>Fidelity: Fluency is evident in daily reading lessons.</p> <p>Acceptability: Teachers have a growing confidence in teaching all aspects of reading.</p> <p>Medium term</p> <p>Fidelity: There is substantial evidence (observations, reading journals, reading records, pupil voice) that fluency teaching is impacting children's ability to comprehend the texts they are reading. The quality of responses to texts are improved and more specific.</p> <p>Acceptability: Quality of teaching and learning in reading is securely good.</p>	<p>Short term- fluency assessments show fluency improves. (Fluency checks).</p> <p>Medium term- Pupils' comprehension learning shows improved understanding (SS scores in tests).</p> <p>Long term- Pupils achieving age related expectations (KS1/KS2) and end of year expectations increase to at least school targets (see target setting spreadsheet).</p>
Review Progress at the end of the autumn term		Review Progress at the end of the spring term		Review Progress at the end of the summer term
<p>English lead worked with new staff on reading sequence. Phonics / reading taught daily. Tts / learning walks. English book looks and drop-ins suggest fluency is improving. Q of Ed folder.</p> <p>Autumn data has not seen an increase in outcomes for pupils.</p>		<p>End of spring term data shows an increase in average standardised scores in Y3, Y5 and Y6. Y4 showed a slight decrease. English SL report.</p>		<p>Children met targets set by staff. Not all children achieved expected progress for national targets. 2020-2021 data.</p>

C. Planned Expenditure				
Barrier/Problem	Intervention Description (What are the active ingredients?)	Implementation Activities	Implementation Outcomes	Pupil Outcomes
Support staff being appropriately skilled to deliver support and interventions and used effectively Staff do not always have full and specific understanding of how to best support pupils Staff do not always use support staff to their maximum effectiveness	Active Ingredient 1- Support staff will receive regular CPD Active Ingredient 2- Areas of development will be identified for support staff Active Ingredient 3- All staff will understand effective deployment of support staff Active Ingredient 4- Support staff will be deployed effectively	CPD will be given to all support staff through a structured programme. Follow up support in terms of coaching will be provided where required. CPD will be given to all staff on effective deployment of support staff using the EEF guidance document. Monitoring of teaching and learning will take place to measure the impact and inform future CPD needs.	Short term: Fidelity: support staff know and understand the 'Travis' approach in teaching Acceptability: support staff have a growing confidence in supporting all aspects of the curriculum Medium term Fidelity: There is substantial evidence (observations, planning, provision maps, pupil outcomes) that support staff have the appropriate skills and effectively deployed Acceptability: Quality of teaching is securely good.	Short term- support staff are upskilled (training record). Medium term- all staff understand how to effectively deploy support staff and do so (monitoring). Long term- Pupils' progress is impacted by effective support
Review Progress at the end of the autumn term		Review Progress at the end of the spring term		Review Progress at the end of the summer term
Individual CPD for some support staff. Dyslexia interventions. Whole school support staff CPD not viable yet due to extended and Covid absences. Qualified Thrive practitioners delivering Thrive & pastoral support. DHT overseeing & supporting Dyslexia interventions. Dyslexia intervention summary. DHT & Y6 CTs delivering Y6 booster support. Y6 provision map. AHTs overseeing other interventions. Whole school provision map.		Whole school support staff CPD not viable yet due to extended and Covid absences. Weekly meetings held for support staff to ensure they know school priorities. SLT have monitored planning to ensure support staff are deployed effectively. Refresher training given 17.03.21 to ensure all teachers are confident in identifying the role and deployment of support staff and identifying this on planning. SLT have ensured all support staff have printed copies of their planning.		Monitoring shows that support staff are being used more effectively, although this is not yet consistently good. Q of Ed folder. New intervention planning and monitoring introduced has tracked interventions more carefully to assess impact. PDM 17.03.21

D. Planned Expenditure				
Barrier/Problem	Intervention Description (What are the active ingredients?)	Implementation Activities	Implementation Outcomes	Pupil Outcomes
Equity in the curriculum offer and support for missed learning due to Covid-19 Staff will need to consider missed prior learning Pupils do not always have the same background knowledge to support their learning	Active Ingredient 1- All staff understand equity in the curriculum Active Ingredient 2- Pupils who may not have equity in the curriculum are identified Active Ingredient 3- staff consider missed learning and the impact on future learning	CPD will be given to all staff to ensure: they can identify missed areas of learning; focus is given to progression in key skills; missed learning is managed Review of the curriculum offer Enhance the curriculum offer in light of review findings	Short term: Fidelity: staff understand what learning has been missed and how to include it in future learning Acceptability: all staff can discuss how learning has been merged Medium term Fidelity: pupils are at a disadvantage are identified with ways to address this Acceptability: Quality of learning for all pupils is securely good	Short term- long term plans identify missed learning and how it will be made up Medium term- there is equity in the curriculum offer (monitoring). Long term- No pupils disadvantaged in their learning
Review Progress at the end of the autumn term		Review Progress at the end of the spring term		Review Progress at the end of the summer term
All classes completed handover documents to indicate missed learning to new teachers. Planning templates modified to highlight missed learning and identify how it will be incorporated into planning. MM scheme supports Maths planning for missed learning.		Due to the second lockdown, SLT have worked with subject leaders to prioritise key objectives in every subject for the summer term, to ensure appropriate coverage. PDM notes 10.02.21. SLT have worked with staff to amend curriculum planning for the summer term to ensure key learning takes place and a broad curriculum is still offered to all. PDM notes 08.03.21		Teachers have completed analysis of coverage documents for the year, so next years' teachers know of any remaining gaps. Subject leaders are aware of missed content and will support as required. SL impact reports. Long term planning for 21/22 has been updated to ensure these will be covered. LTPs

E/F Planned Expenditure				
Barrier/Problem	Intervention Description (What are the active ingredients?)	Implementation Activities	Implementation Outcomes	Pupil Outcomes
<p>The impact of interventions (including SEND support plans) is not always known</p> <p>Staff cannot always say if an intervention has impacted the pupil</p> <p>Staff do not always know the best intervention to support pupils</p> <p>Pupils do not always access the most appropriate intervention</p>	<p>Active Ingredient 1- Interventions will be mapped</p> <p>Active Ingredient 2- Interventions will be measured for impact</p> <p>Active Ingredient 3- staff will research appropriate interventions</p> <p>Active Ingredient 4- interventions will match gaps in learning</p>	<p>CPD will be given to all staff to ensure they know where to find evidence on interventions</p> <p>Monitoring will take place to assess the appropriateness of planned interventions o provision maps and SEND support plans</p> <p>Evaluation of interventions on pupil progress will take place</p>	<p>Short term: Fidelity: interventions will be planned half termly</p> <p>Acceptability: interventions will be evidence based</p> <p>Medium term Fidelity: interventions are evaluated and amended as required</p> <p>Acceptability: Interventions impact pupil progress positively</p>	<p>Short term- provision is appropriately planned (provision maps).</p> <p>Medium term- interventions show impact on pupils' progress (evaluated p. maps – varied outcomes).</p> <p>Long term-pupils make accelerated progress</p>
Review Progress at the end of the autumn term		Review Progress at the end of the spring term	Review Progress at the end of the summer term	
<p>All year groups completed provision maps. SEND CPD for all teachers to support correct intervention identification.</p> <p>Acting SENCo met with all staff to review SEND children, review support plans and agree new targets for next term. Updated in January to reflect school closure. OneDrive support plan folder.</p>		<p>Intervention records introduced, which include baseline and exit assessments and evaluation of effectiveness. Year group provision maps amended, so that the SENDCo can create a costed, whole school provision map, which will be monitored for effectiveness and impact.</p> <p>PDM notes 17.03.21</p>	<p>Summer term interventions were costed (whole school provision map) and interventions were evaluated at the end of the summer term (intervention plans). Information from these will inform future plans to ensure interventions have increasing impact.</p>	

G. Planned Expenditure

Barrier/Problem	Intervention Description (What are the active ingredients?)	Implementation Activities	Implementation Outcomes	Pupil Outcomes
Persistence absence Pupils have continued persistent absence	Active Ingredient 1- continue with a named attendance officer Active Ingredient 2- continue with rigorous and systematic approach to attendance Active Ingredient 3- identify individual barriers for Pas and plan interventions	Identify individual barrier Implement individual plans	Short term: Fidelity: barriers identified Acceptability: all barriers known Fidelity: interventions planned and implemented Acceptability: all plans adhered to	Short term- provision is appropriately planned Medium term- interventions show impact on pupils' progress Long term- pupils make accelerated progress
Review Progress at the end of the autumn term		Review Progress at the end of the spring term		Review Progress at the end of the summer term
Named attendance officer. Individuals at high risk with plans . Covid absences recorded and monitored with home learning support. Tracker . PA figures are difficult to calculate currently due to extended and repeated absences for Covid-19 related reasons.		Named attendance officer. Individuals at high risk with plans . Covid absences recorded and monitored with home learning support. Tracker . PA figures are difficult to calculate currently due to extended and repeated absences for Covid-19 related reasons.		Named attendance officer. Individuals at high risk with plans . Covid absences recorded and monitored with home learning support. Tracker . PA figures are difficult to calculate currently due to extended and repeated absences for Covid-19 related reasons.

H. Planned Expenditure

Barrier/Problem	Intervention Description (What are the active ingredients?)	Implementation Activities	Implementation Outcomes	Pupil Outcomes
<p>Parents do not always know and/or understand changes in school</p> <p>Staff will not have as much face-to-face contact with parents due to Covid restrictions</p>	<p>Active Ingredient 1- parent survey to identify areas for support</p> <p>Active Ingredient 2- share communication plan</p> <p>Active Ingredient 3- provide virtual workshops to help parents understand key messages</p> <p>Active Ingredient 4 – set up sustainable approaches</p>	<p>Develop a clear communication plan with families.</p> <p>Personalise communications as much as possible.</p> <p>Ensure messages about sustainable remote learning are reinforced.</p> <p>Support parents to establish home learning protocols, if required.</p>	<p>Short term:</p> <p>Fidelity: communication plan established</p> <p>Acceptability: communications clear and timely</p> <p>Medium term</p> <p>Fidelity: parents confident in communications with the school</p> <p>Acceptability: no mixed or missed messages</p>	<p>Short term- children are confident families understand strategies</p> <p>Medium term- all children and families understand procedures and can communicate with school when required</p> <p>Long term- seamless transition between home and school for all children and families</p>
Review Progress at the end of the autumn term		Review Progress at the end of the spring term	Review Progress at the end of the summer term	
<p>Survey identified areas to support. Comms plan shared with parents. Remote learning plan shared and published on website.</p>		<p>Lockdown 3 began with less than 24 hours notice. All parents and children were able to effectively communicate with school, including home visits when required.</p>	<p>Parents feel that school keeps them well informed and 98% of parents would recommend the school to other parents. Parent survey summer 21.</p>	

I.				
Barrier/Problem	Intervention Description (What are the active ingredients?)	Implementation Activities	Implementation Outcomes	Pupil Outcomes
More pupils may require SEMH support due to the Covid pandemic	Active Ingredient 1- assessment for all pupils Active Ingredient 2- carefully planned and tiered pastoral support Active Ingredient 3- appropriate training given to staff Active Ingredient 4 – staff supported when dealing with challenging issues	Every teacher to carry out Thrive group assessments on their class. DHT and Thrive practitioners to analyse results and identify which children require which tier of support. Pastoral support plan written. Staff CPD to deliver Thrive class activities and group activities, where required. Staff supported with individuals / difficult issues.	Short term: Fidelity: children requiring support identified. Acceptability: no child missed. Medium term Fidelity: children requiring additional support receive it. Acceptability: Support activities are given appropriate time.	Short term- children know they will be supported Medium term- children's anxieties decrease Long term- all children feel happy and safe in school
Review Progress at the end of the autumn term		Review Progress at the end of the spring term	Review Progress at the end of the summer term	
Assessments completed. Thrive profiles. DHT overview of practitioner TT to meet needs at different levels. TTs.		After the 3 rd lockdown, assessments completed. This showed improvement for several children. Thrive profiles. DHT overview of practitioner TT to meet needs at different levels. TTs.	Pupil survey to be carried forward to autumn 21.	

Review of Expenditure	
Previous Academic Year	2019 - 2020
<p>As schools were closed from March 20th onwards due to the Covid-19 pandemic, it is not possible to review the impact of the Pupil Premium funding in the usual way. As no formal end of year assessments took place, data cannot be measured in the usual ways.</p> <p>Throughout the period of school closure, Travis prioritised vulnerable children and their well-being. Our most vulnerable children (those with a social worker) attended every week, most full time.</p> <p>As this is the second year of the three year plan, most strategies are continuing and being embedded. Amendments have been made in light of the current situation and the review of expenditure will be carried out at the end of the 20/21 academic year.</p>	