Pupil Premium Strategy 2020/21

What is Pupil Premium?

The government has allocated our school a sum of money which is called "Pupil Premium". This is to improve the educational outcomes for particular students. The identified groups are; children from service families, students who are entitled to free school meals, those children in local authority care, any child who has been in the care system and any child who has claimed free school meals (Ever 6).

Aims of the strategy

➢ To ensure that PP funding is used effectively to 'diminish the difference' by addressing inequalities and raising the progress and attainment of those students entitled to PP.

➢ To ensure that PP funding is used effectively to raise the self-esteem and aspirations of those students entitled through pastoral support and enrichment activities.

➢ To ensure that parents of PP students are engaged and informed of the support that their children are receiving and, that they have the opportunity to contribute to the evaluation process.

Outcomes of the strategy

➢ Engaged learners who have access to a rich curriculum.

➢ Diminishing the difference across the curriculum between disadvantaged learners and others.

➢ Personalised curriculum which is accessible to all.

➢ Wider learning experiences and enrichment which inspires and engages all learners.

➢ Learners who are well prepared for their next steps in education.

➢ Learners who take responsibility for themselves and have high aspirations.

School overview

Pupils in school	454
Proportion of disadvantaged pupils	59 (13%)
Pupil premium allocation this academic year	£79,355
Publish date	October 2021
Review date	October 2021
Statement authorised by	Claire Thirkill
Pupil premium lead	Claire Thirkill
Governor lead	Mary Morgan

Disadvantaged pupil attainment scores for last academic year 19/20 (9 children)

Measure	Score
Reading	55%
Writing	44%
Maths	44%
SPAG	55%

Our disadvantaged children (including the more able) may face a range of barriers to learning including:

- Low confidence
- Poor behaviour
- Lack of support from home
- Limited social and wider experiences
- Social and emotional intelligence
- Low ambition
- Poor reading skills (phonics)
- Attendance
- Lack of routine (sleep, food, homework,)
- Lack of support from external services including health (CAMHS)

Strategy aims for disadvantaged pupils 2021/21

Measure	Activity
Priority 1	Ensure pupils make accelerated progress in reading and gaps in phonics are closed.
Priority 2	Ensure all pupils have access to engaging and developmentally accurate books.
Priority 3	Ensure pupils are fluent readers at least at ARE.
Priority 4	Ensuring staff use evidence-based whole-class teaching interventions as well as personalised and specific individual/group interventions.
Projected spending	£43,000

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	To make accelerated progress to get the children back on track following Covid-19 school closure.	July 2021
Progress in Writing	To make accelerated progress to get the children back on track following Covid-19 school closure.	July 2021
Progress in Mathematics	To make accelerated progress to get the children back on track following Covid-19 school closure.	July 2021
Phonics	Achieve national average expected standard in PSC	July 2021
Other	Improve attendance of disadvantaged pupils (97.5%)	July 2021

Targeted academic support for current academic year

Measure	Activity
Priority 1	Buy and embed use of Read, Write, Inc phonics across all year groups to increase reading for pleasure. Ensure all relevant staff have received training to deliver the new phonics scheme effectively
Priority 2	Establish small group/individual maths interventions for disadvantaged pupils falling behind age-related expectations.
Priority 3	Daily reading for those disadvantaged pupils not working at ARE.

Barriers to learning these priorities address	Encouraging wider reading and providing catch-up in mathematics. Improving early phonics skills.
Projected spending	£22,000

Wider strategies for current academic year

Measure	Activity
Priority 1	Enabling all disadvantaged pupils to be learning ready when they enter school by facilitating access to breakfast club.
Priority 2	Having a learning mentor to support families with attendance and acute need
Barriers to learning these priorities address	Improving attendance and readiness to learn for the most disadvantaged pupils
Projected spending	£27,000

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development	Use of INSET days and additional cover being provided by senior leaders. Ensure LSA's access training and support.
Targeted support	Ensuring enough staff are available for daily reading to take place.	Employ 1 additional full-time person as a leader of reading in school.
Wider strategies	Engaging the families facing most challenges	When families are hard to reach this has a significant impact on outcomes for pupils. Tackle this head-on.

Action and provision for all disadvantaged pupils in addition to priorities outlined above.

Desired outcome	Chosen action / approach	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	How we have done
Accelerated learning - diminishing the difference	Ensure Quality First Teaching across the school which is always at least good and more often outstanding. Provide small group work for Pupils entitled to PP funding with experienced teachers focused on overcoming gaps in learning to help them make improved progress and to raise their standard of attainment. Write clear provision maps which show how the needs of individuals will be addressed. Specific and targeted interventions from well-trained staff, to accelerate learning, this	Personalised teacher training Monitoring – Teaching / Books / Data Peer Coaching SLE's and LEP's Drop ins Book scrutiny Observations Performance management.	SLT All staff CT LW	Ongoing Termly data Formally July 2021	

	includes teacher led intervention. Half termly 1:1 conferences with a teacher to discuss successes and areas for development. Acquiring effective materials for pupils entitled to PP funding aimed at raising standards, particularly in reading and mathematics. Resources such as clicker, rapid readers and further practical maths resources. Provide additional Learning Support Assistants to accelerate learning. This includes the appointment of 2 further members of staff as LSA's. Provide children with additional high quality teacher time. On a Monday morning (40 minutes) focussed teacher time as part of a small group	Pupil Progress meetings where disadvantaged children take priority. Provision maps Drop ins. Scrutiny of SEN files and provision maps, with feedback Pupil Premium Profiles monitored by SMT. The impact of the conferences will be determined through data and book scrutiny. Ensure children are using resources as part of daily learning through data, drop ins and book scrutiny. Training for LSA's through conferences. Monitoring of provision records. Drop ins Performance management.			
Parents are involved in the spending	Involve parents in the spending of the funding through parents meetings and information	Clear guidance as to discussions to be shared at	SLT All Staff	Ongoing Termly	

of the funding.	shared effectively between home and school.	Parents meetings. Open door policy Information shared on website Monitoring all of the above.	LW	data Formally July 2021	
Promote and develop positive and life-long behaviours for learning.	Continue with dream books and be the best you can be. Establish systems across school for monitoring learning behaviours.	Staff will report learning behaviours as part of pupil progress meetings. Data to be gathered daily with averages collated weekly. Any patterns in poor learning behaviours will be immediately acted upon.	All Staff	Ongoing Termly data Formally July 2021	
Ensure children are ready for learning and are taught strategies to manage their emotions.	Run homework clubs to support learning for children entitled to PP funding. Provide financial support for identified children to attend Breakfast club, extracurricular activities and educational visit Further develop our systems of playground buddies and strategies to enhance lunchtimes. Buy uniform and equipment. Full time learning mentor in addition to part time	Learning mentor runs club lists with a focus on inviting disadvantaged children. PP administrator logs spending under the guidance of inclusion manager	Inclusion Manager Karen Pinder	Ongoing Termly data Formally July 2021	

	FS learning mentor. Family Links / Parental Support Families are targeted 1:1 and as part of a group to support their parenting strategies and in turn improve outcomes for pupils.	Impact to be measured through child stars and rating system on referral forms. Feedback from parents and children			
Disadvantaged groups take priority in the whole class in terms of progress and attainment.	Progress of disadvantaged children in written in to all teachers' performance management.	Performance Management Data – Pupil Progress meetings	SLT	Ongoing Termly data Formally July 2021	
Disadvantaged children are well known and there contextual information is taken into account when planning for learning	Pupil Premium Profiles are in place for every disadvantaged child across school. These are updated by teachers and monitored by SMT / SLT.	Data analysis – SMT. Provision maps Drop ins. Ongoing through progress / attainment data. Pupil Progress meetings. Book scrutiny.	Inclusion team All teachers	Ongoing Termly data Formally July 2021	

Measuring the impact

	Method and frequency of assessment	Assessment Tool	Response to data
Academic Progress and attainment	Children's academic progress and attainment is measured against school KPI's. Data is reported termly (at minimum). Data is analysed by class teachers and then interrogated by SMT. SLT and the governing body. Actions are then taken.	Crossflatts KPI's

SPTO

School Trackers | Teacher led intervention

LSA led intervention

External referral / intervention |

		Transition Matrices	Parental support
Social and emotional progres	Children's progress is measured through child stars and scaling system on referral sheets. As well as P scales, SCERTS and developmental journal. Data is reported termly (at minimum). Data is analysed by SMT and SLT and actions are then taken.	Child Star Learning mentor referral Developmental journal P Scales SCERTS framework	Teacher led intervention LSA led intervention Parental support External referral / intervention Learning mentor referral
Profile of teaching - QFT	Teaching standards are measured frequently (weekly) through drop-ins, observations, data, book scrutiny and SIP.	Monitoring records Book scrutiny Records Assessment data	Teacher training / support Peer observations Support Plan
Behaviours for learning	Daily monitoring of learning behaviours against criteria. Data recorded consistently across school and reported to SLT and parents termly unless there is cause for concern.	Learning behaviours spreadsheet and guidance	Teacher led intervention LSA led intervention Parental support External referral / intervention Learning mentor referral
Attendance	Weekly attendance data. Learning mentors responsible for immediate tackling of issues (below 96%).	SIMS attendance	Parents notified by text then letter including spoken to by teacher. ESW involved should that be required.

High Aspirations	Record of aspirations monitored throughout learning books and dream books	Book scrutiny	Parental support External referral / intervention Learning mentor referral

Review

The funding is allocated at the beginning of the academic year and impact and spending is closely monitored throughout. The impact of the spending is reviewed at pupil progress meetings throughout the year. The date of the next review of the Pupil Premium Strategy will be July 2021. Information on the impact of spending is shared with the designated governor termly and annually at full governors meetings. The strategy is reviewed formally with governors and the Headteacher and spending and impact is evaluated before the plan for using the funding is then developed for the following year.

Impact of funding from 2019/2020

- Pupil Premium profiles established and ensure clear portrait of every child.

- Average learning behaviours for Summer term was 1.12. Learning behaviours are strong.

- Percentage of pupils making accelerated progress is higher for PP than Non PP.

- Attendance for disadvantaged pupils has improved and the difference is diminishing.

- Disadvantaged children take high priority in provision mapping and marking.

- Targeted book scrutiny for disadvantaged pupils has led to better outcomes for pupils.

- Narrative is strong for those children not making ARE and must remain so.

- Children are more learning ready

- Learning mentors work with disadvantaged groups is ensuring that children are increasingly ready for learning.

- 36% of PP children are also SEN.