

## Pupil Premium Strategy – (2020-21)

### Pupil Premium Strategy

This strategy includes:

- The amount of Pupil Premium Grant (PPG) allocation
- A summary of the main barriers to educational achievement faced by eligible pupils at this school
- How PPG will address these barriers
- How the impact of the PPG will be measured
- The date of the next review of the school’s PP strategy

We employ strategies that we know will support our pupils increase their attainment, and ‘narrow the gap’. We are accountable for narrowing the gap, and there is a planned reform to the school performance tables to include new measures that show the attainment of pupils who receive the pupil premium compared with their peers.

Academic Year	Allocation	Total
2020-21	£1,320 per FSM pupil	£73,250

As in previous years, low pupil numbers throughout the school means a reduction in grant allocation from the local authority. Pupil Premium funding is allowing us to maintain the high quality additional adult support through teaching assistants and dedicated extra focus teachers.

**Ofsted 2016 commented that:**

*“All leaders have resolutely focused on driving up the progress of the disadvantaged and the most able disadvantaged pupils. As a result, these pupils make strong progress throughout the school. By the end of key stage 2, they have achieved more highly than all pupils nationally for the last two years, in reading, writing and mathematics”*

## Barriers to Educational Achievement for Disadvantaged Pupils

### A summary of the main barriers to educational achievement faced by eligible pupils at the school:

- Significant gap in pupil attainment on entry to school (Nursery) when comparing PP pupils and those not in that group
- A number of pupils have difficulties with speech and language and this has an impact on their progress
- Some pupils lack aspiration and engagement, which can affect their ability to concentrate on a task or maintain concentration when learning
- Attendance of pupils requires close monitoring to ensure that children are in school in order to access all learning opportunities
- A number of families need support where there may be contextual factors that can impact upon attendance, learning, behaviour and welfare of pupils

### How Funding Will Be Spent – (*Breakdown*):

The findings by Ofsted and our own tracking and data shows that previous initiatives have had a substantial impact on raising achievement for disadvantaged pupils by the end of key stage 2.

Funding for 2019-20 will focus on initiatives that have a direct impact on promoting achievement in Reading, Writing, GPAs and Maths for disadvantaged pupils.

Intervention	Description	Impact	Cost
Level 3 Teaching Assistants employed	Level 3 Teaching Assistants employed and deployed across Reception to Year 6. They enhance the quality first teaching by the teachers and run interventions.	Due to the impact of Covid-19, specifically the closing of schools from March 2020, it is not possible to demonstrate the impact of our Pupil Premium through end of year results.  NB – Extra Chromebooks were purchased to support remote learning for disadvantaged pupils.	£135,023.82

Pupil Premium 2020-2021

Higher Level Teaching Assistants (HLTA's)	Employed to deliver direct teaching to a whole cohort, in order for the class teacher to carry out quality first teaching with identified groups of children.	Teachers have had the time to work one to one or in small groups, with identified children who need specific interventions to support gaps in their learning.	£56,757.02
Breakfast Club & After School Club Provision	Children in receipt of pupil premium funding receive after school clubs at a reduced rate of 50%. Breakfast club is also provided for a number of pupil premium children free of charge to their families.	Children arrive at school before lessons start. They are given a substantial meal before school, and are always on time to access learning from the beginning of the school day. This impacts on the learning of the children throughout the school day. Children who attend after school clubs, have more opportunity to access the additional arts and sports curriculum on offer, of which they may not be able to attend outside of the school setting.	£1,320
Educational Psychologist	The Educational Psychologist will carry out cognitive assessments of those children struggling academically, to try to ascertain how we can support any barriers to learning within the classroom.	Reports produced by the EP have been helpful in identifying any additional needs a child may have, which has resulted in the clear gap between a child and their peers, or ways in which we can support a child to close the gap in their learning. Strategies are provided for the class teacher on how to support the children in class with their learning.	£4,039.12
CAMHs Clinician	The schools CAMHs clinician will work with children and families to help support with any additional needs, initial diagnosis of needs and with any therapy needed to help the child access their learning easily.	The CAMHs clinician has worked with a number of pupils in receipt of pupil premium funding, to support both them and their families, to get a diagnosis of a learning difficulty, which has an affect on the child's ability to learn. The school's wellbeing service has also provided a number of workshops for parents around behaviour management, management of anxiety in children	£1,036

		and more specifically this year, anxiety around the global pandemic.	
<b>Total</b>			£198,175.96
<b>An over spend of £124,925.96, which will come out of the main school budget</b>			<b>£124,925.96</b>

## Measuring the Impact of the Pupil Premium Funding

The impact of the PPG will be measured purely based upon:

**1. The achievement of disadvantaged pupils in Reading, Writing, GPaS & Maths. This will be measured by:**

- End of KS2 data based on assessments at the end of Year 6
- Internal school data for all classes at the end of the academic year and tracked termly.

In measuring achievement, we will look at the attainment and progress of disadvantaged pupils and more able disadvantaged pupils and compare this to other pupils in the school and nationally.

**2. The effectiveness of Teaching & Learning for disadvantaged pupils by:**

- Monitoring teaching & learning over time (Lesson observations, book scrutiny)
- Evaluating the effectiveness of targeted interventions for disadvantaged pupils

### **Reviewing the Effectiveness of the Pupil Premium Funding**

Effectiveness of the funding in promoting the achievement of disadvantaged pupils will be monitored termly through our pupil progress meeting and internal tracking systems. Any further intervention or support will be implemented as necessary.

At the end of the academic year, data and impact statements will be added to the impact section of this document.