



# Pupil Premium Strategy

## 2020-2021

(Including Impact statement 2020)

Financial year	Amount of Pupil Premium funding
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<b>2019-20</b>	<b>£40,920 - 43 children</b>
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<b>2020-2021</b>	<b>£68,595 - 51 children</b>
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	2019-20	2020 -21
Number of FSM pupils eligible for the Pupil Premium	43 @ £1320 = £40,920	51 @ £1345 = £68,595
Number of looked after pupils eligible for the Pupil Premium	0 @£1900 = 0	0 @£1900 = 0
Number of service children eligible for the Pupil Premium	0 @£300 = £0	0 @£300 = £0
<b>Total</b>	<b>£40,920</b>	<b>£68,595</b>

## Areas of Pupil Premium success

- 1) Identification of the main barriers to learning for PP eligible pupils.
- 2) Frequent monitoring of the progress of every PP eligible child.
- 3) Every effort is made to engage parents, carers in the education and progress of their child.
- 4) Evidence is used to decide on which strategies are likely to be the most effective in overcoming barriers to learning.
- 5) Effectiveness of TAs is evaluated, and, improved through training and deployment.

## Strategy outline

### Pupil Premium spend

Presenting issue Main Barriers	Amount allocated to intervention/ Action (£)	Monitoring	Brief summary of the intervention or action:	Projected impact including how this will be measured	Actual Impact (Reviews) Autumn 2021
Low aspirations effecting engagement, confidence and outcomes.	£2000 (Spring Term- This programme may not run due to current restrictions)	Monitored by Deputy Head	Play for success – 6 week programme for raising engagement and aspiration (Years 4-5)	<p>Aspirations of participating pupils raised.</p> <p>Improved work ethic and confidence in own abilities.</p> <p>Pupil interviews.</p> <p>Children have raised self esteem and feel that their skills are valued.</p> <p>Pupil voice to assess impact on confidence and esteem.</p>	
Children entering Reception with poor early language development.	£200	Monitored by Inclusion Leader	Early Intervention Screening using Wellcome	Early intervention in Reception helps children close gaps caused by poor language development.	

	£650 (may receive DFE Funding)		Key Teacher and TAs trained to deliver NELI Nuffield Early Language	Parents feel supported at home.  Children make more rapid progress on the speech and language programme as a result of the TA intervention.	
Vulnerable families and children with emotional, social and behavioural needs, directly impacting on learning, attitudes and attendance.	£20,000  £500  £1000	Monitored by Inclusion Team and SLT	Family Support Worker employed to support vulnerable families and to work on a 1:1 or small group basis with children to develop home/school relationships, raise attendance and improve behaviour, social skills and attitudes to learning.  Fund supporting families in buying school uniform.  Breakfast club provision at work. Inc. Breakfast provided for those children who haven't eaten.	Improved attendance and reduction in number of lates.  Families feel supported and feel able to ask for help.  Children's well-being is improved having a direct impact on their progress.  Children's social skills and relationships on the playground have improved. Data analysis and pupil interviews.	
	£18,000		Learning Mentor employed for small group, 1:1 sessions based around confidence, social skills and emotional development.		
	£600		Rapid Reading and Writing Programme delivered by UQT.	Children feel more confident in lessons. Gaps in understanding are closed/reduced.	

				<p>Reduced gap between pupil premium and non-pupil premium.</p> <p>Data analysis will show accelerated progress.</p>	
	£400		<p>Cost of SATs revision guides subsidised so that all children have access to these at home and engage in the revision process.</p>	<p>Books and pupil voice show progress in confidence and understanding.</p>	
<p>Gap between pupil premium and non-pupil premium children in some year groups in reading attainment.</p>	<p>£12,000</p> <p>-</p> <p>£500</p>	<p>Monitored by SLT</p>	<p>Teaching Assistants deliver Interventions; assess children accurately and identify the areas they need to develop in their reading.</p> <p>RWI Phonics sessions support the tracking of phonic development.</p> <p>Dedicated Library sessions in KS1 run by HLTAs aimed at promoting 'love of reading' and ensures that all children have opportunities to read more often.</p>	<p>GL assessments in reading to measure impact from baseline in Sept 2020</p> <p>Children read more fluently and with greater accuracy. Data analysis will show accelerated progress.</p>	
<p>Some children have limited opportunities outside of school to access the arts, museums, outdoor environment.</p>	£3000	<p>Monitored by SLT</p>	<p>School trips and residentials are subsidised where necessary so that all children have access to valuable learning and experiences.</p> <p>School trips are planned carefully to ensure all children receive a wide range of life experiences.</p>	<p>Children have positive attitudes towards school and learning. All children feel included in learning experiences.</p>	

			<p>All school teams, including eco, ethos team and school council have pupil premium children, who benefit from improved confidence, communication skills and training events.</p> <p>Children are encouraged to attend after school clubs and get subsidised / free places</p>		
<p>Low aspirations effecting engagement, confidence and outcomes.</p>	<p>£8,000 (emphasis in this area due to lockdown experiences)</p>		<p>Whole School experiences funded to include:</p> <ul style="list-style-type: none"> <li>• Science Workshops</li> <li>• Ranger Visits</li> <li>• Touring Pantomime</li> <li>• Visitors/ experience per class to enrich topic</li> </ul>	<p>Increased engagement and children are inspired to learn new things.</p>	
<p>Some children have limited opportunities outside of school to access the arts, museums, outdoor environment.</p>	<p>£2000</p>		<p>Free instrument tuition available</p>		
<p><b>Total projected</b></p>	<p><b>£68,850</b></p>				
<p><b>Left to spend with carry forward 2019-20</b></p>	<p><b>£2665</b></p>				

## Impact Statement 2019-20 Data not verified due to Lockdown

### Whole school overview

### Disadvantaged/ Non Disadvantaged Predictions Summer 2020

#### Reading

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
No of Disad. At expected						
No of non Disad. At expected						
% +/-						

#### Writing

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
No of Disad. At expected						
No of non Disad. At expected						
% +/-						

#### Mathematics

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
No of Disad. At expected						
No of non Disad. At expected						
% +/-						

*Written: September 2020 by Kirstie Yuen Executive Headteacher. Date of next review: February 2021*

