



Pupil Premium Strategy 2020-2021

Amount of Pupil Premium funding received 2019-2020

Number of pupils eligible	158
Total PP funding	230,000

We have identified the following as barriers for some of the children currently in receipt of Pupil Premium

- Limited skills in spelling, punctuation and grammar skills affecting writing ability across the curriculum.
- Limited language
- The number of pupils who are in receipt of pupil premium and also on the SEN register (12.5%)
- Limited skills in reading both fluency and comprehension.
- Access to extra-curricular activities-educational experiences such as trips, music lessons and participation in physical activities
- Social and emotional development

Rational for expenditure

As identified in the impact statement, accelerated progress is required for Pupil Premium Children in specific areas. We continue to work to eliminate gaps between PP and non-pupil premium. Provision maps have been agreed for each year group to ensure we are targeting the right children with the right provision. This targeted teaching is provided by AHTs for a phase, classteachers and HLTAs. In addition, in order to support children's learning in all areas of the curriculum and to build confidence, the school has allocated funding to pay for extracurricular activities, trips and music lessons.

Area of spend	Focus	Total allocation
AHTs to lead focused interventions	English and Maths	£80000
HLTAs-focused interventions	Reading	£48000
Funding for extra-curricular music lessons/clubs	Personal and Social	£1000
Funding for school trips and residential trips	Personal and Social	£3000
Funding for breakfast club	Personal and Social	£2000
TAs-social and emotional support	Personal and Social	£30000
Target Teacher		£54312
Additional books-study/reading	Curriculum	£4000
		£222,312

SATs results attainment

Closing the Gaps trend-No end of year data for 2020 due to the Covid-19 pandemic.

KS1

	2017				2018				2019			
	Maths, Reading & Writing				Maths, Reading & Writing				Maths, Reading & Writing			
All subjects combined	Cohort number	school	national	Difference	Cohort number	school	national	Difference	Cohort number	school	national	Difference
Pupil Premium		42%			20	67%				75		
Other pupils		68%			101	78%				68		
School Gap		-26%				-11%				+7		
Reading												
Pupil Premium		62%	79%	-17%	20	75%	79%	-4%	12	75	62	+13
Other pupils		78%	76%	+2%	101	82%	75%	+7%	108	75	75	0
School Gap		-16%				-7%				0		
Writing												
Pupil Premium		54%	72%	-18%	20	65%	74%	-9%	12	75	55	+20

Other pupils		71%	68%		101	80%	70%	+10%	108	70	69	+1
School Gap		-17%				-18%				+5		
Maths												
Pupil Premium		54%	79%	-25%	20	75%	80%		12	75	62	+13
Other pupils		79%	75%		101	83%			108	79	76	+3
School Gap		-25%				-8%				-4		

KS2

	2017				2018				2019			
	Maths, Reading & Writing				Maths, Reading & Writing				Maths, Reading & Writing			
All subjects combined	Cohort number	school	national	Difference	Cohort number	school	National	Difference	Cohort number	school	National	Difference
Pupil Premium	53	42%	67%	-25%	41	54%	70	41	34	78	71	+7
Other pupils	67	52%	61%	-9%		61%	64	-3		72	65	+7
School Gap		-10%	-6%	-16%		-7%				+8		
Reading												
Pupil Premium	53	60%	77%	-17%	41	73	80	-7	34	81	78	+3
Other pupils	67	62%	71%	-9%		72	75	-3		78	73	+5
School Gap		-2%		-8%		+1				+3		
Writing												
Pupil Premium	53	79%	81%	-3%	41	73	83	-10	34	92	83	+9
Other pupils	67	76%	76%	0%		78	78	0		82	78	+4
School Gap		+3%		-3%		-5				+10		

Maths												
Pupil Premium	53	62%	80%	-18%	41	73	81	-7	34	86	84	+2
Other pupils	67	71%	75%	-4%		83	76	+7		91	79	+12
School Gap		-8%		-14%		-10				-5		
GPS												
Pupil Premium	53	82%			41	80	82	-2	34	89	83	+6
Other pupils	67	77%				83	78	+5		89	78	+11
School Gap		+5%				-3				0		

	2017				2018				2019			
Year 1	Cohort number	School	National	Difference	Cohort number	School	National	Difference	Cohort number	School	National	Difference
Pupil Premium	18	79%	84%	-5%	12	85%	85%	0%	5	80	71	+9
Other pupils	99	85%	81%		108	90%	83%	+7%		92	84	+8
		-6%				-5%				-12		
Year 2												
Pupil Premium	24	88%			18	100%			12	92		
Other pupils	90	95%			101	95%				96		
		-7%				+5%				-4		

Amount of Pupil Premium funding received 2020-21

Number of pupils eligible	122
Total PP funding	£161,040

We have identified the following as barriers for some of the children currently in receipt of Pupil Premium

- Limited skills in spelling, punctuation and grammar skills affecting writing ability across the curriculum.
- Limited language-early years
- The number of pupils who are in receipt of pupil premium and also on the SEN register (12.5%)
- Limited skills in reading both fluency and comprehension.
- Social and emotional development
- Access to home learning/impact-in the case of self-isolating/quarantining

Rational for expenditure

Progress has been made regarding eliminating gaps between our disadvantaged children and non-disadvantaged. This has been impacted upon as a result of the lockdown. We will continue to prioritise school improvement work in this area. Provision maps have been agreed for each year group to ensure we are targeting the right children with the right provision. This targeted teaching is provided by AHTs for a phase, classteachers and HLTAs. We have also increased our provision for children with social and emotional needs. **This plan should be read alongside our *catch up plan*.**

Area of spend	Focus	Total allocation
AHTs to lead focused interventions	English and Maths	£69000
HLTAs-focused interventions	English and Maths	£48000
Funding for extra-curricular music lessons/clubs	Personal and Social	£800
Funding for school trips and residential trips	Personal and Social	£1500
Funding for breakfast club	Personal and Social	£2000
TA-social and emotional support	Personal and Social	£21000
Target Teacher		£25000
		£167300

Area of spend	Intended outcomes-why these approaches were taken	Actions	Outcome
<p>Focused interventions provided by AHTs, and HLTAs</p>	<ul style="list-style-type: none"> • Improved learning outcomes in reading, writing and maths-targets met • Improved confidence and attitudes to learning • Learning tasks/programmes that accelerate progress in specific areas-to close gaps in understanding • Consolidation of learning completed in classroom-time for practise and application of skills. 	<ul style="list-style-type: none"> • Appropriate identification of pupils through data analysis, progress meetings and liaising with classteachers • Timetables agreed with AHTs • Action/teaching plans agreed and shared. Careful planning of interventions to be completed each half term • Ongoing communication between target teachers, HLTAs and Phase Assistant Headteachers • Teaching plans reviewed after every session • A summative review completed at the end of a half term • A termly review by the SLT team 	
<p>AHTs and HLTA support in classes</p>	<ul style="list-style-type: none"> • Improved learning outcomes in reading, writing and maths-targets met • To ensure children make good progress in and across lessons • Small group/individual support to cater for individual needs • To develop children's confidence in the learning 	<ul style="list-style-type: none"> • Children identified on planning for support • AHTs/HLTA clear regarding the intended outcomes for the lesson • AHTs/HLTA to provide good support to enable children to make accelerated progress • Effective collaborative work between the AHTs and HLTA to ensure the best outcomes for the children. 	

Area of spend	Intended outcomes-why these approaches were taken	Actions	
Funding for extra-curricular music lessons/clubs	<ul style="list-style-type: none"> • Social skills are developed through participation in a range of clubs provided by the school. • Pupils enjoy the experience and are keen to come before/stay late to participate in chosen activities. • Talent, skills and efforts in non-academic subjects are celebrated and develop self-confidence 	<ul style="list-style-type: none"> • Annual analysis of number of pupils who have taken part in clubs • Identified children to be directed to certain clubs. 	
Funding for school trips and residential	<ul style="list-style-type: none"> • Pupils are able to participate fully in school trips and residential trips • Learning is supported by trips that are carefully planned to enhance the school's curriculum • Social skills, independence, perseverance and team-work are developed through participation in group activities and overnight stays on residential 	<ul style="list-style-type: none"> • SLT/Teachers aware of funding available-can approach parents if appropriate. • Funding can be used to cover a shortfall in the cost of a trip and income. • To ensure all PP children are supported if necessary to participate in a residential trip 	
Funding for breakfast club	<ul style="list-style-type: none"> • To promote good attendance and punctuality. • To ensure children have breakfast • Pupils enjoy spending time with peers prior to lessons beginning. 	<ul style="list-style-type: none"> • SLT to identify any children who would benefit from the club 	
Social and emotional development Behaviour for learning	<ul style="list-style-type: none"> • To ensure that children are provided with effective support to enable them to access learning effectively 	<ul style="list-style-type: none"> • SLT with teachers to identify children who would benefit from support • Referrals made through the school referral system to the Senco • Action plans agreed 	

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| | | <ul style="list-style-type: none">• Regular review of impact. | |
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How will the school measure the impact of the Pupil Premium?

The school will collect data termly. Children in receipt of pupil premium are highlighted on data sheets. The cycle of data collection, the monitoring and tracking of the cohort's attainment and progress meetings will be used to inform the early identification of need, support and appropriate intervention. Progress meetings will take place termly and will include a DHT, the phase AHT and teachers. Children who are 'disadvantaged' will be discussed first.

Each half term the SLT will review the impact of actions taken and will plan for how the funding will be specifically allocated over the next phase. When selecting pupils for Pupil Premium target groups, the school will look at all pupils across the school. Although priority will be given to pupils in receipt of pupil premium some groups will include children who are not eligible for PP who will also benefit from these groups.

Pupil Premium Funding and the impact of this is a regular item on the Governor's Provision and Effectiveness agendas.

Designated staff member in charge: Mrs Annmarie Taylor-Kent Headteacher

Date of next Pupil Premium Strategy Reviews:

Monday 14th December

Monday 1st March

Monday 7th June

Monday 19th July