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Pupil Premium Strategy 2020/2021

Number of pupils and pupil premium grant (PPG) received				
Number of pupils on role: 670				
Total number of pupils eligible for PPG: 88		FSMEver6: 45	LAC: 6 (Including PLAC)	
Total amount of PPG received		£132,430 (based on January 2020 Census for 88 PPG and 6 LAC)		
Barriers: All barriers below have been exacerbated by the COVID-19 pandemic				
1. In each year group there are a small number of pupils eligible for the pupil premium grant. A significant proportion of disadvantaged pupils have additional needs, therefore each pupil's unique circumstances are identified and addressed through an individualised provision map.				
2. Key systems, including accountability, need to be strengthened to ensure the individual needs identified are even more targeted.				
3. A high proportion of disadvantaged pupils live outside the immediate school community (former catchment area), may not join at the usual entry points (Nursery/Reception) and some join during key-stage 2.				
4. Attendance of disadvantaged children is lower than all pupils (95%) at 92.6%				
Desired Outcomes				
A. To strengthen key systems to ensure disadvantaged pupils individual needs are addressed, both in school and when/if working remotely, so that the difference between this group and others nationally continues to be reduced.				
B. To diminish the achievement GAP particularly as an effect of the COVID-19 lockdown.				
C. Induction systems to reduce the effect of non-standard admissions to the school (increased mobility due to COVID-19).				
D. To improve attendance and engagement with remote learning of identified pupils (pupils eligible for PPG who are also on the SEN/mobile register).				
E. To draw into the NES vision and values those disadvantaged families and pupils in order to diminish the GAP				
Targeted Group:	Success Criteria – How the impact will be measured:	Actions:	Staff lead and monitoring	Review dates
All PPG	Outcomes for pupils with PPG will be raised across all areas of learning and social interaction	Pupils with PPG will have access to a range of extra-curricular clubs Mentor for PPG children All staff to be aware of all pupils with PPG	Class teachers HT/DHT/Senco	5 pupil progress meetings per school year with ongoing check points

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Pupil Premium Strategy 2020/2021

Pupils with PPG who are not on track (as measured at PPG meetings 5x per year)	<p>Through high quality feedback pupils will know their targets and understand their next steps in learning. This will be underpinned by the schools learning values and behaviours for learning.</p>	<p>During triangulation all pupils with PPG will have work monitored for evidence of progress</p> <p>Pupils with PPG will always be a specified group in Pupil progress meetings</p> <p>Staff will use the most effective feedback strategies e.g. 1-1 sessions</p> <p>Pupil passports in place for all disadvantaged children at risk of not making expected progress</p>	<p>Class teacher/Phase leader and DHT</p>	<p>Pupil progress meetings/1-1 meeting with parents to implement the passport</p>
	<p>Pupils will be able to continue their learning effectively in the case of self-isolation or partial/full school closure due to COVID-19.</p>	<p>School to register with Get Help with Tech government service for support with laptops</p> <p>Regular updates on PPG children not accessing work on Google Classroom – calls made home to encourage uptake.</p> <p>Staff to prepare paper packs for distribution where necessary.</p>	<p>DHT, Phase Leaders, SENCO and Classteachers</p>	<p>Half termly reviews</p>
	<p>Negative behaviour incidences amongst pupils with PPG will be in-line or less than other pupils</p>	<p>Strategies to ensure that all pupils with PPG are a focus group to include managing behaviour and well-being.</p>	<p>DHT inclusion and behaviour lead Phase Leaders when meeting with DHT</p>	<p>Termly HT reports</p>

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Pupil Premium Strategy 2020/2021

		<p>DHT and Phase Leader discuss in fortnightly meetings</p> <p>Continue to include an in depth analysis of behaviour when reporting to governors</p>	<p>Place2Be SPM link meetings with DHT for Inclusion</p>	
	<p>The effects of prolonged isolation in the case of lockdown on wellbeing are addressed during and after return to school</p>	<p>Monitoring of access of this group and welfare calls made where necessary.</p> <p>Regular meetings with Place2Be to ensure provision made to support those who most need 1:1 or group work.</p> <p>Social skills groups to target those who may find return to school interactions difficult.</p> <p>Recovery Curriculum Autumn 2020 and beyond</p>	<p>Classteachers, Phase Leaders, SENCOs, DHTs and Place2Be SPM. Metanoia online zoom sessions with parents PIBT where appropriate.</p>	
	<p>Through monitoring and reporting procedures Senior leadership and Governors will have a more comprehensive awareness of the progress and attainment of pupils with PPG</p>	<p>Joint monitoring and extensive reporting on this group-through the use of passports for targeted individual pupils.</p> <p>Reviews throughout triangulation</p>	<p>HT and DHT, link governor</p>	<p>3 sets of report to Governors per year and annual update of PPG on the school website</p>

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Pupil Premium Strategy 2020/2021

	<p>Ensure that pupils with PPG will make in line with or exceeding progress across the year than their peers</p> <p>A greater emphasis on targeted support and the use of enquiry based approaches with a clear focus on impact</p>	<p>Priority at PP meetings x5</p> <p>Reviews of targeted support All staff-use of pupil passports</p> <p>DHTs to follow up with phase leaders pupils falling behind and to review planning</p> <p>AHT to follow up pupils not making progress in phonics across the school</p>	<p>Class teacher , DHT and AHT</p>	<p>Pupil progress meeting check points each half term</p>
	<p>Appraisal for all staff to include a target on diminishing the gap and the focus on the progress of pupils with PPG as a key element to ensure greater accountability</p>	<p>Performance management targets adapted for all groups of staff and include this group of children on all levels</p>	<p>All staff-HT</p>	<p>3 x reviews per year</p>
<p>PPG with low attendance</p>	<p>Focus for the class teacher and attendance officer to monitor.</p> <p>Improved attendance and punctuality for this group</p>	<p>Teachers and attendance officer to review per week-flag concerns</p> <p>Referrals to DHTs who will meet with families when attendance drops below 95%</p> <p>Attendance officer to provide guidance on parenting contract and or EHAP.</p>	<p>Class teachers School Attendance officer DHTs LA Attendance officer</p>	<p>Daily attendance checks for vulnerable children</p>

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Pupil Premium Strategy 2020/2021

	Where the school/hub is in lockdown or self-isolation, attendance can be measured by access to Google Classroom.	Regular updates to DHTs on which children are not regularly accessing. Telephone calls to ensure work is completed online or via paper packs as necessary		
PPG and SEN	<p>Individual targeted provision to ensure tracking of this group is closely matched to need</p> <p>A stronger focus on impact of support staff interventions</p> <p>Systems for increased levels of communication during part/full closure</p>	<p>New Provision Mapping cloud software to be used to plan, record and evaluate impact of interventions.</p> <p>Pupil progress meetings x5 always check progress using the pupil passports to track targets</p> <p>Planning for the specific group to increase accountability and tracking</p> <p>Performance management target specific to this vulnerable group 20-21</p> <p>LSA remote 1:1 contact with children and families</p>	Senco , intervention team and class teachers	Annual reviews where applicable and pupil progress meetings each half term
PPG most able	<p>Class teachers to be very aware of this group and their starting points</p> <p>This group to make at least expected progress and exceeding in many cases from their starting points</p>	<p>Ensure that all staff are aware of this group of children</p> <p>Feature in all monitoring linked to appraisal</p>	<p>Teachers</p> <p>Phase leads</p> <p>A&T specialist HTLA</p> <p>DHTs</p>	Pupil progress meeting check points each half term

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Pupil Premium Strategy 2020/2021

	<p>Focus group in PP meetings</p> <p>A range of enrichment activities is planned for this group</p>	<p>Ensure enrichment activities are planned which target this group and participation discussed at Pupil Progress mtgs</p>		
<p>PPG adopted from care/LAC Pupils x6</p>	<p>Pupils will make progress similar or better than other pupils.</p> <p>Each child will have their particular needs met with access to a range of provision available.</p>	<p>P2B training for staff on attachment</p> <p>Access to a wide range of extra-curricular provision Intervention groups</p>	<p>DHT for inclusion, class teachers, P2B</p>	<p>Pupil progress meeting check points each half term</p>
<p>Planned spending allocation: £ 132,430</p>				
<p>Item/Project</p> <p>HLTA/TA/SENCo Support:</p> <p>Regular Reading One to One In Class Support English In Class Maths Maths Booster Narrative Group Box Clever Attention Bucket Pre Teaching Read Write Inc, Phonics Boosters, Phonological Awareness Colourful Semantics LEGO therapy/Social Skills Rec-KS2 Writing Booster UKS 2 Fine and Gross Motor Skills</p>	<p>Estimated Costs</p> <p>£80,441</p>	<p>Objectives</p> <p>To develop proficiency in reading and support home school links Increase participation in English lessons for targeted children Increase participation in Maths lessons for targeted children To provide extra, targeted support for children. To develop the use of storytelling as a tool for helping children build up a bank of narrative patterns that they could then call upon when they wish to create their own stories. To develop a deeper understanding of the technical vocabulary required to fully access the curriculum. To develop and use a range phonic strategies in order to further close the gap.</p> <p>To develop key skills of spelling, handwriting, grammar and punctuation in order to complete daily writing tasks. To develop a range of social skills and to help with friendship issues in the EYFS To develop key skills of spelling, handwriting, grammar and punctuation in order to complete daily writing tasks. To develop motor skills</p>		

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Pupil Premium Strategy 2020/2021

Writing Booster – Year 1,2,3 & 4 Pirate Writing Bump it Up – Year 3 & 4 Speech and Language		To develop key skills of spelling, handwriting, grammar and punctuation in order to complete daily writing tasks. Bump it up sessions develops children’s confidence in writing alongside peers. To develop children's speech, language and communication skills through targeted support.
Educational Psychology Service	£1,786	Identification of needs, support for class teachers, work with parents, targeted support programmes.
Place to Be Project 2020-2021	P2B service (4 counsellors + 1 Project Manager) two days per week £26,266	Targeted 1-1 counselling in order to support emotional resilience and lunchtime provision to support social skills. Partnered work with Metanoia Institute for families.
Administration	£3000	Induction and family links (Mobile and PPG)
Workshops Proprietary , Reluctant Maths/Writing Skills	£600	To encourage confidence in maths skills.
Speech and Language 2020-2021	£3,500	To develop children’s speech, language and communication skills through targeted support.
Enrichment across the curriculum Debating Club Thinking Skills Music, choir, orchestra	£13,345	To extend opportunities for children to develop critical thinking To extend opportunities for children to develop critical thinking To enable children to participate in extra music activities to further enhance their experience of music
Heyday Films	£1000	Team skills and leadership skill development
Extra Curricular enrichment Clubs	£2000	Opportunities for children to access a range of extra curricular activities to develop further skills and interests
Aspiration/enrichment opportunity fund	£2000	Targeted provision for children where opportunities arise for curricular/extra-curricular activities
Trips subsidy	£1000	To facilitate access to the wider curriculum through trip subsidies
Total	£134,938	

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Pupil Premium Strategy 2020/2021

IMPACT 2019-2020

The following data is taken from February 2020 set; there is no summer score due to the COVID-19 lockdown.

Early Years Pupil Premium Attainment data Spring 2020

	Reading	Writing	Number	Shape Space Measure
All	76%	82%	87%	78%
PPG	67%	80%	87%	73%
Non PPG	78%	82%	87%	79%

Year 1 Phonics

2020: to sit in Autumn 2020

2019: All: 90% PPG: 77%

2018: All: 87% PPG: 69%

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Pupil Premium Strategy 2020/2021

KS1 Pupil Premium (Disadvantaged pupils) Spring 2020 data

KS1 Progress data

	Reading %	Writing %	Maths %
PPG (12)	75%	85%	85%
PPG Non SEN (11)	82%	91%	100%
Non PPG	85%	93%	89%

KS1 Attainment data

	Reading %	Writing %	Maths %
All pupils (89)	80%	81%	84%
PPG (13)	54%	54%	54%

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Pupil Premium Strategy 2020/2021

PPG non SEN (11)	64%	64%	64%
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KS2 Data – Spring 2020

KS2 Pupil Premium (Disadvantaged pupils) Progress (in-year)				
	No	Reading	Writing	Maths
All pupils	88	94	95	91
PPG	12	82	82	82
PPG non-SEN	6	80	100	100
KS2 Pupil Premium (Disadvantaged pupils) Attainment				
	No	Reading	Writing	Maths
All pupils	88	75	71	75
PPG	12	33	42	50
PPG non-SEN	6	67	83	83

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Pupil Premium Strategy 2020/2021