

The government allocates extra money to schools. Pupil Premium Funding is 'given' to schools so that they can support particular groups of pupils who are known to be at risk of underachievement and close the gap between the expected result and the actual result attained, between them and their peers. Following the return to school and evaluating the impact of absence due to the Covid-19 pandemic will be vital in ensuring those pupils in receipt of Pupil Premium funding receive the additional support they may require.

Further to this, any pupil who was eligible for free school meals (FSM) at any time in the preceding 6 years, also attracts Pupil Premium Funding. This is because it is perceived that deprivation at earlier stages of education can have an impact upon learning and prior attainment, regardless of the current parental income situation. Also included in the Pupil Premium Funding category are pupils who have been in local authority care (CLA) for more than 6 months and/or are now adopted, as well as for pupils whose parents are in the armed forces.

As a school community, we are inclusive and encourage all our pupils to *'look to the future with ambitious vision'*. We strive to expose our pupils to a rich and exciting curriculum where they are given opportunities to exceed their potential and expectations, thus developing *'the skills and knowledge to shape life well together'*.

SIAMS – Feb 2017: ‘The commitment of the headteacher and staff has created a strong community which nurtures the well-being of the whole child, enabling them to be personally valued, happy and secure.’

3 Year Strategy

<u>Context</u>			
<i>Academic Year</i>	2020/21	<i>Total PP budget</i>	£94,390
<i>Total number of pupils</i>	417	<i>Number of pupils eligible for PP</i>	73
<i>Date of most recent PP Review</i>	n/a	<i>Date for next internal review of this strategy</i>	July 2021
<i>Statement authorised by</i>	Luke Paramor	<i>Pupil Premium Lead</i>	Kelly Kerr
<i>Governor Lead</i>	Richard Sage		

<u>Cohort information 2020-21</u>		
<u>CHARACTERISTIC</u>	<u>NUMBER IN GROUP</u>	<u>PERCENTAGE OF GROUP</u>
Boys	37	51%
Girls	36	49%
SEN support	11	15%
EHC plan	3	4%
EAL	1	1%

Disadvantaged pupil progress scores for last academic year

(No data for 2019/20 due to school closures following outbreak of COVID-19)

KS2 EXS+	<i>Actual Results for 16 PP pupils (2018/19)</i>	<i>Progress for 16 PP Pupils (2018/19)</i>
Reading	50%	-6.23%
Writing	64%	-3.25%
Maths	50%	-3.72%

Disadvantaged pupil performance overview for last academic year

(No data for 2019/20 due to school closures following outbreak of COVID-19)

Measure	Score (2018/19)
<i>Meeting expected standard at KS2 in RWM</i>	44%
<i>Achieving high standard at KS2 in RWM</i>	0%

Attendance for 2019-20		
Pupil Premium	Whole school (inc PP)	National
92.99%	95.46%	96%

Strategy aims for disadvantaged pupils	
Measure	Activity
Priority 1 – Reading	<i>To ensure reading and phonics schemes have an impact on vulnerable learners and pupils make accelerated progress.</i>
Priority 2 – Covid-19 Response	<i>To ensure disadvantaged learners make rapid progress to address gaps in learning following Covid-19 school closures.</i>
Barriers to learning these priorities address	<i>Priorities address potential lack of progress in all areas caused by Covid-19, e.g. lack of engagement, access to learning.</i>

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	To achieve results in line with national average for disadvantaged pupils in Reading.	July 2021
Progress in Writing	To achieve results in line with national average for disadvantaged pupils in Writing.	July 2021
Progress in Mathematics	To achieve results in line with national average for disadvantaged pupils in Mathematics.	July 2021
Phonics	For 100% of children entitled to pupil premium to pass the Phonics Screening in Y1 (2021) For 80% of children entitled to pupil premium to pass the Phonics Screening by the end of Y2 (2021)	July 2021
Wellbeing	For disadvantaged pupils to return to school with positive attitudes and maintain high attendance following school closures. Attendance in line with non-disadvantaged pupils.	December 2020

Wider strategies for current academic year (wellbeing)

Measure	Activity
Priority 1	<ul style="list-style-type: none">Continued commitment to supporting pupil wellbeing through RSHE curriculum. Whole staff CPDSLT (Lorraine Delaney and Emily Skillen) to lead on supporting staff with promoting pupil wellbeing and parental engagement.
Priority 2	<ul style="list-style-type: none">Targeted deployment of support staffEmotional support for disadvantaged pupils with multiple complex factors.
Barriers to learning these priorities address	This priority addresses pupil anxiety about returning to school and maintaining high attendance.

Monitoring and Implementation

Area	Challenge	Mitigating action
<i>Teaching and Targeted Support</i>	<i>Maintaining class bubbles reduces the ability to differentiate phonics groups across the phase</i>	<i>Allocation of adult per KS1 class to enable 2 groups to receive targeted daily phonics</i> <i>KS1 Phonics clubs offered to Pupil Premium pupils in Terms 3 and 4 to close gaps.</i>
	<i>Consistency of school principles.</i>	<i>Phonics lead released to monitor and support. Regular CPD for phonics trained staff and use of phonics tracker to monitor.</i>
	<i>Accurate assessment and administration of Star assessment</i>	<i>Assessment Lead (Kelly Kerr) and English Lead (Kyle Daines) to monitor pupils ZPDs, reading habits and quiz success.</i>
	<i>Reading engagement with pupils across KS2 alongside parental engagement.</i>	<i>KS2 Phonics clubs offered to Pupil Premium pupils in Terms 3 and 4 to close gaps.</i>
	<i>Varied response to home learning during lockdown and school Catch-up plans during holiday</i>	<i>Assess all pupils against fundamental skills from previous year in first two weeks. Gaps identified and SLT to work with teachers to identify strategies to target common areas. Pupil Progress meetings and tracking of assessment will support the monitoring of this.</i>
<i>Wider strategies (Wellbeing)</i>	<i>Engaging families of pupils with multiple vulnerabilities</i>	<i>Continue to build on positive working relationships.</i> <i>Liaise with external agencies</i>

Evaluation of 2019-20

Aim	Outcome
<p>Year 6 Pupil Premium pupils to achieve the expected standard in reading in line with non-PP pupils.</p>	<p>Attainment for PP children in KS2:</p> <ul style="list-style-type: none"> • 39% working at expected compared with 56% the previous year. • 23% working at greater depth compared with 6% the previous year. <p>Progress for PP children in KS2:</p> <ul style="list-style-type: none"> • 50% of pupils made expected progress (achieved the same or higher as KS1) compared to 19% the previous year. <p><i>(Data reflects 2020 TA results submitted to local authority)</i></p>
<p>Increased attainment in Phonics at the end of Year 1 for disadvantaged pupils</p>	<p>66.7% of PP pupils were projected to pass the Phonics Screening Check compared with 50% in 2019.</p> <p><i>(Data reflects 2020 TA results submitted to local authority)</i></p>
<p>Increased opportunities and experiences, including extra-curricular clubs/events and trips.</p>	<p>Pupil Premium children were all allocated places at their chosen clubs.</p> <p>Funding was given to those pupils who required it which enabled them to access all trips offered to them.</p> <p>Year 6 leavers eligible for pupil premium had a positive transition to secondary despite the challenges caused by Covid-19. These children showed confidence and resilience.</p>
<p>Increased attendance rates for pupils eligible for Pupil Premium.</p>	<p>Attendance for PP children from September to March 2020 was 92.99% which was up slightly from 92.66% the previous year. Whilst some of this will have been due to pupils self-isolating prior to lockdown this remains a focus, especially in response to Covid-19.</p>