

423PUPIL PREMIUM STRATEGY 2020-2021

PUPIL PREMIUM FUNDING

Pupil premium funding was introduced by the DfE to support children who may be disadvantaged. Low income families may have children who are eligible for pupil premium and this additional funding is used to close the attainment gap between disadvantaged children and their peers.

The amount of funding the school receives is dependent on the number of children who qualify as disadvantaged under the criteria set by the DfE. Funding comes in two tranches in the financial year but the schools Pupil Premium Strategy is based on the academic year. This requires the school to base expenditure on known funding for 7/12 and 5/12 on estimated funding.

For each child that qualifies for the Pupil Premium the school receives £1320 and for children who are Looked After and those adopted from care qualify for Pupil Premium Plus - £2300 as it is recognised that these children may have additional disadvantage.

FUNDING ALLOCATION FOR 2019-20 and 2020-21

PUPIL PREMIUM NUMBERS AND FUNDING RECEIVED		
	2019-20 NUMBERS ON ROLL 444	2020-21 NUMBERS ON ROLL 423
FUNDING FOR FREE SCHOOL MEALS	30360	29590
FUNDING FOR EVER 6	26400	17895
FUNDING FOR PUPIL PREMIUM PLUS	16100	21105
TOTAL FUNDING	72860	68590
TOTAL PUPIL PREMIUM EXPENDITURE 2021		73635

BARRIERS TO LEARNING

- Social and emotional needs which lead to high levels of anxiety for some pupils and reduced resilience, self-esteem and verbal communication. This has been exacerbated by Covid restrictions
- Poor vocabulary skills leading to lower reading, writing and maths attainment
- Transition has sometimes been challenging for children especially coming in to school in the morning
- Data shows a small difference in attendance for children who are in receipt of pupil premium (95.3%) compared to other children (97.45%)
- Parental engagement for the learning of children in receipt of pupil premium funding is sometimes lower compared to other children, e.g. limited access to home learning due to poor internet access and quality texts for children at home
- Listening skills and the ability to follow instructions in class
- Lack of confidence and identified low home expectations
- The mental health needs of identified parents and some difficulties with parenting skills can hinder children’s development
- Fewer opportunities to develop Cultural Capital for disadvantaged children compared to other children

Barrier to Learning	What actions we will take to support children	Funding allocated	Intended outcome	Evaluation of the impact of our action
Clear social and emotional needs which lead to high levels of anxiety for some pupils and reduced resilience, self-esteem and verbal communication. This has been exacerbated by Covid restrictions	<ul style="list-style-type: none"> ● Recruit a specialist Child & Family Pastoral Support Worker (C&FSW) to support children and families with social and emotional needs which hinder children’s attainment and progress ● Personalised training for staff to support children with social and emotional challenges 	£11,500	<ul style="list-style-type: none"> ● Disadvantaged pupils are more emotionally and socially secure enabling them to make better progress in both learning and social outcomes ● Improve teachers strategies for 	<ul style="list-style-type: none"> ● Parents report they feel the school has quickly addressed issues regarding children’s mental health ● Children with social and emotional needs are spending more time in the classroom and report that they are happier at school ● The C&FSW has supported 31 Pupil Premium children either

	<ul style="list-style-type: none"> ● Targeted intervention either led or supported by C&FSW ● Use the skills of an Emotional Literacy Support Assistant (ELSA) to promote children’s social and emotional needs ● Play therapist employed from ‘Your Space’ to work with specific children and to support parents with regular feedback and practical strategies ● Extended opportunities for children to work in the Forest School area. Children to take part in a structured and targeted programme to develop self-esteem, co-operation, team work skills ● Train three level 3 Forest School Leaders to work with disadvantaged children across the school 	<p>£5000</p> <p>£8000</p>	<p>supporting children with social and emotional difficulties</p> <ul style="list-style-type: none"> ● Targeted children show increased resilience, self-confidence and openness to learning ● Successful outcomes and increased engagement in classroom activities 	<p>through targeted interventions (ELSA based) or regular ‘check ins’. Regular communication with parents has also occurred.</p> <ul style="list-style-type: none"> ● Improvement in attendance evident due to increased monitoring by Deputy Headteacher and greater pastoral support implemented by C&FSW to work with families ● Improved engagement of children in class reported by staff. ● Parents report home life more stable and good use of routines used to support children at home. ● 4 children who are deemed disadvantaged (out of 6 children) accessed an external play therapist funded by school. Pupil voice collected by school suggested that the play therapy enabled them to gain increased self esteem and to develop the skills to talk about their emotions and feelings both at home and school ● Hugely successful use of Forest School to support children who
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Barrier to Learning	What actions we will take to support children	Funding allocated	Intended outcome	Evaluation of the impact of our action
Poor vocabulary skills leading to lower reading and writing attainment	<ul style="list-style-type: none"> ● LSAs to deliver personalised and targeted speech and language support ● Inclusion Manager to support staff with classroom strategies to improve poor vocabulary for specific children ● Inclusion manager working 1-1 and in small groups to focus on key language skills in maths, reading and writing ● Use of Lexia for all children who are disadvantaged in Key Stage Two to develop language, comprehension and reading skills. 	<p>£5000</p> <p>£2500</p> <p>£7000</p> <p>£4160</p>	<ul style="list-style-type: none"> ● Disadvantaged children to achieve targets set for speech and language development ● To increase the opportunities for disadvantaged children to develop oracy skills in class, throughout the curriculum, eg- drama, assemblies and presentations to others 	<p>are much happier to take part in class activities after experiencing a Forest School curriculum</p> <ul style="list-style-type: none"> ● Daily small group and 1-1 intervention work led by Inclusion Manager has led to considerable gains in assessing, identifying and addressing the specific learning needs for children who are disadvantaged ● Inclusion Manager ensured that there is a greater link between high quality intervention taking place outside of the classroom with everyday classroom learning ● Lexia has led to greater engagement at home from parents in children’s reading ● Greater number of children have accessed regular, personalised speech and language programmes than previously which have been regularly reviewed by LSA/Inclusion Manager ● Greater number of children have been assessed by external

	<ul style="list-style-type: none"> ● Purchase of 16 I-Pads to support reading and writing programmes 			Speech and Language Therapist, which has included specialist support and advice given to LSA's in terms of the delivery of programmes
Barrier to Learning	What actions we will take to support children	Funding allocated	Intended outcome	Evaluation of the impact of our action
Gaps in learning in reading, writing and maths, resulting in the need for specific small group/individual support within the classroom	<ul style="list-style-type: none"> ● Teachers to organise individual/ group targeted support where needed to support disadvantaged pupils to better achieve ARE in reading, writing and maths ● The barriers to the gaps in learning to be identified by class teacher/year group team. This to include consideration of why these gaps are evident- academic, social/emotional, behaviour reasons ● Monitor progress and attainment of all disadvantaged pupils regularly, taking prompt action if under attainment is identified 		<ul style="list-style-type: none"> ● Improved outcomes for all disadvantaged children in reading, writing and maths ● Close the gap in attainment of disadvantaged children and all other pupils in all year groups ● Children will have greater opportunity to work in small groups where their specific needs are met (academically and emotionally/socially based) ● 1:1 support that some children remain in 	<ul style="list-style-type: none"> ● Daily small group and 1-1 intervention work led by Inclusion Manager has led to considerable gains in assessing, identifying and addressing the specific learning needs for some disadvantaged children ● Inclusion Manager ensuring that there is a greater link between high quality intervention taking place outside of the classroom with everyday classroom learning ● Disadvantaged pupils were the main appraisal objective for the whole school for writing and the HT met all staff 3 times across the year to monitor progress. 60% achieved ARE in writing ● All children who completed interventions were identified and monitored by teachers/support staff working with them. Staff

	<ul style="list-style-type: none"> Teacher appraisal target linked to focused disadvantaged children achieving ARE in writing Inclusion Manager to work with a group of identified children in KS2 (6 hours a week during English and maths lessons). Specific barriers to learning identified and targeted intervention/ learning put in place. Close communication between Inclusion Manager and class teachers/LSAs to support the children's learning in class Additional teacher in year 6 which has a large number of disadvantaged children Additional HLTA in year 5 which has a large number of disadvantaged children 	<p>£7000</p> <p>£3500</p>	<p>mainstream education</p>	<p>understood the impact of the interventions and used this knowledge when planning further support. Interventions accessed by disadvantaged children included Toe by Toe reading, Speech and Language Therapy, Play Therapy, C&FSW support (ELSA interventions), Social Communication Group, Reading Intervention (Lexia), Phonics (Phonics Play),</p>
<p>Transition has been challenging for identified children especially</p>	<ul style="list-style-type: none"> Extending LSA hours to include 'Meet and Greet' for specific children 	<p>£2475</p>	<ul style="list-style-type: none"> More positive start to the school day for specific children and parents 	<ul style="list-style-type: none"> Identified parents have reported that they feel better supported by the school's approach, where specific strategies have been

<p>coming in to school in the morning</p>	<ul style="list-style-type: none"> ● C&FSW to work with parents, children and staff to identify the triggers as to why transition from home to school may be difficult for identified children ● Personalised approach/plan to be identified and implemented in school ● Greater home/school communication to occur to support with better transition on a day to day basis ● Personalised individual timetables and sensory breaks introduced as required at the start of the day 		<ul style="list-style-type: none"> ● Reduced loss of learning time due to children being more confident through reduced anxiety at the start of the day ● Improved pupil confidence with strategies to reduce anxiety and regulate behaviour ● Greater staff knowledge/ ● understanding about why specific children may find it hard to separate from their parents 	<p>thoughtfully put into place for individual children</p> <ul style="list-style-type: none"> ● Improved engagement of children in class over time reported by staff. ● Staff knowledge has been developed with reference to the importance of increased home/school communication
<p>Data shows a small difference in attendance for PP children (95.3%) compared to non PP children (97.45)</p>	<ul style="list-style-type: none"> ● Increased focus on attendance with follow up meetings, visits and telephone calls home for children attending below given thresholds 	<p>£1500</p>	<ul style="list-style-type: none"> ● To raise levels of attainment to that of non disadvantaged children ● To provide parents with better strategies to get their children to school on time 	<ul style="list-style-type: none"> ● Improvement in attendance evident due to increased monitoring by Deputy Headteacher and greater pastoral support implemented by C&FSW to work with families ● Data at end of July 21 showed that disadvantaged pupils had attendance >95%

				implemented, communication between home and school greatly improved. Where gaps in communication were identified by Senior Leaders, swift action was taken to address this on a practical level
Poor access to opportunities to develop Cultural Capital	<ul style="list-style-type: none"> Ensuring all disadvantaged children have no barriers to any school events Opportunities specifically extended to disadvantaged children Theatre trips and education visits out of school time are paid for by the school 	£5000	<ul style="list-style-type: none"> All children are confident in accessing extra curricular opportunities outside of school hours Disadvantaged children have access to a breadth of activities such as swimming, sailing, resilience training, residential visits and access to good quality resources without financial constraints 	<ul style="list-style-type: none"> Increased numbers of disadvantaged children attending after school clubs and holiday activities All Year 6 disadvantaged children qualified in RYA Level 1 sailing in summer 2021
The mental health needs of identified parents and some difficulties with	<ul style="list-style-type: none"> Provide signposting for vulnerable parents via the C&FSW 	£5500	<ul style="list-style-type: none"> Parents clear about who to see for 	<ul style="list-style-type: none"> C&FSW meeting and calling parents daily has improve

<p>parenting skills can hinder children's development</p>	<ul style="list-style-type: none"> ● C&FSW meeting parents for support, advice and programs parenting specific challenges at home ● Regular wellbeing bulletins via the school mailing to support families in difficulties ● Range of interventions available to support pupils with mental health and wellbeing difficulties 		<p>support and guidance</p> <ul style="list-style-type: none"> ● Access to AG made readily available through high profile in playground at start and end of day ● Aim for more settled and confident parents who feel well understood and supported in parenting their children ● The whole school works together to support and identify pupils and families that may require additional support. 	<p>home-school communication and relationships considerably</p> <ul style="list-style-type: none"> ● All provisions supporting Social, Emotional & and Mental Health and Communication & Interaction needs achieving 'As Expected' or 'More than Expected' outcomes evidenced by a range of proven assessments conducted pre/post intervention.
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