

Pupil Premium

Pupil Premium Strategy

Background

The Government allocates Pupil Premium funding to schools, for children who are entitled to free school meals (FSM). The purpose of the funding is to raise the attainment of FSM students and help to diminish the difference in attainment between FSM and non-free school meal students nationally. From September 2014, these pupils became known as disadvantaged pupils.

Pupils who have been eligible for free school meals at any point in the last 6 years qualify for Pupil Premium. From September 2016, these pupils are known as Disadvantaged – FSM6.

A premium has also been introduced for children whose parents are currently serving in the armed forces.

There are currently 29 (6.9%) students registered as having been entitled to FSM within the last 6 years. The number of pupils and Pupil Premium grant received for the current and previous academic year are noted below:

Summary of the number of pupils and pupil premium grant (PPG) received	2020-2021	2019-2020
Total number of pupils on roll	419	420
Total number of pupils eligible for the PPG	29	29
Amount of PPG received per pupil	£1345	£1320
Total amount of PPG received	£39005	£38280
Total cost spent (budgeted)	£39005	£38280

Objectives in spending Pupil Premium Grant

The focus on expenditure for the Pupil Premium Grant is related to each individual child's performance and needs in order to diminish the difference. However, support is not simply directed towards these pupil's academic intervention, it includes provision to build pupil's self-esteem and confidence. Currently, the main barriers that are faced by eligible pupils are social and emotional concerns (41%), Reading (20%), SEN (34%) and attendance (13%).

Barriers to learning and achievement our Pupil Premium pupils face:

- 34% of our Pupil Premium children are also on our special educational needs register. Their needs are well catered for and impact of support is closely monitored by the SENCo team.
- 48% of our Pupil Premium children have required intensive intervention with reading at an early age. 20% are receiving it this academic year.
- Although not on the SEN register, some of our Pupil Premium children enter Reception below average in reading, writing and maths.
- 41% require social and emotional support to be able to fully access the curriculum. Some of our pupils have demonstrated low self-esteem and limited aspirations resulting in a lack of knowledge of opportunities available later in life.
- Many of the pupils do not access clubs which enable them to pursue interests.
- For some children (13% below 90%), attendance has been a barrier. 27% below 95%.

Teaching Priorities 2020-2021

Priority	Target	Actions to be taken	Allocated Funding
1.	Standards in phonics and early reading to be improved. Children to have a through introduction and grounding in phonics and early reading.	<ul style="list-style-type: none">• Reception and year 1 reading groups established with 1 adult for each group minimum three times a week. To focus on phonics and early reading.• Member of teaching staff to be allocated to introduce and lead on early reading and phonics.	£19005

		<ul style="list-style-type: none"> • Undertake reading and phonics training and assessment delivered by the English Hub. • Interventions to be swift and targeted. 	
2.	Interventions for disadvantaged pupils to be targeted and timely.	<ul style="list-style-type: none"> • Dedicated teacher time allocated to individuals to allow for focused, short, sharp interventions. 	£12000
3.	Pupils receive the support that is needed at the earliest possible time.	<ul style="list-style-type: none"> • Allocation of teaching assistants in the mornings to support in classes with eligible pupils. 	£1500
4.	Children are supported to achieve academically by being supported emotionally.	<ul style="list-style-type: none"> • Employment of a dedicated Teaching Assistant to work with children during lunchtimes and curriculum time in supporting their social and emotional needs. • Nurture groups set up to develop self-esteem, confidence and social needs. 	£4000

Wider Strategies 2020-2021

Measure	Activity	Allocated funding
Ensure all pupils have an equal opportunity to engage in extra-curricular activities, school trips and music opportunities.	Funding is used to subsidise trips, music and extra-curricular where necessary.	£2500

Impact of strategies on performance of Pupil Premium Pupils

Please note that the national assessments for reception, year 1, year 2 and year 6 were cancelled for the 2019-2020 academic year due to Covid-19. However, as many of our teaching and academic strategies remain ongoing and effective, the results for 2018-2019 are included.

Key Stage 1 phonics

- 33% (85% Nat) of disadvantaged pupils achieved the phonics score by the end of year 1.
- No disadvantaged pupils had to retake the phonics screening check at the end of year 2.

Key Stage 1 SATs

In 2018/2019 four pupils were eligible for pupil premium who undertook KS1 SATs.

- In **reading** 25% of children (1 out of 4) achieved the expected standard compared to 79% of all pupils nationally.
- In **writing** 25% of children (1 out of 4) achieved the expected standard compared to 57% of all pupils nationally.
- In **maths** 50% of children (2 out of 4) achieved the expected standard compared to 82% of all pupils nationally.

Key Stage 2 SATs

In 2018/2019 five pupils were eligible for Pupil Premium funding.

80% of our FSM6 (4 of 5 pupils) achieved the expected standard in reading, writing and maths, compared to 70% of non-pupil premium pupils nationally.

Specifically:

- **Reading** – Progress for pupil premium is 1.1, compared to 1.3 for other pupils in school. 100% of our pupils eligible for free school meals achieved the expected standard (compared to 93% of other pupils in our school, and 73% of all pupils nationally). 40% achieved a high standard (compared to 47% of other pupils in our school and 27% of all other pupils nationally). The average scaled score was 107 (compared to 109 for other pupils in our school).
- **Writing** – Progress for pupil premium is -3.0, compared to 0.6 for other pupils in school. 80% of our pupils eligible for free school meals achieved the expected standard (compared to 93% of other pupils in our school and 79% of all pupils nationally). None achieved a high standard (compared to 36% of other pupils in our school and 20% of all other pupils nationally).

- **Grammar, Punctuation and Spellings** – 80% of our pupils eligible for free school meals achieved the expected standard (compared to 96% of other pupils and 78% of all pupils nationally). None achieved a high standard (compared to 52% of all pupils in school and 36% of pupils nationally). The average scaled score was 102 (compared to 110 for other pupils in our school and 106 for all pupils nationally).
- **Maths** – Progress for pupil premium is 1.0, compared to 1.5 for other pupils in school. 80% of our pupils eligible for free school meals achieved the expected standard (compared to 93% of other pupils in our school, and 79% of all other pupils nationally). 60% achieved a high standard (compared to 58% of other pupils in our school and 27% of all other pupils nationally). The average scaled score was 107 (compared to 109 for other pupils in our school and 105 for all pupils nationally).

Impact of early reading interventions – the training delivered has been highly effective which is evidenced by the progress that eligible pupils make, both within year 1 and then subsequently as they move through the school. All pupil premium children who had received Reading Discovery attained age related expectations.

Impact of class intervention – the use of an extra adult support has enabled staff to intervene early in lessons, help catch up children who have arrived late, enable pre-tutoring for the next day and do same day interventions where children have not understood a concept. The impact can be evidenced across the school by the progress children have made from their starting points. This has been particularly successful in supporting the more able and where teacher intervention has been available.

Impact of Nurture Groups – the use of adults and a dedicated space has enabled us to run nurture groups that have had a positive impact on the children’s self-esteem and confidence. Analysis of data evidences that teachers can see the difference in the children and the impact it is having on their learning.

Monitoring of Progress

- Regular evaluations and modifications to interventions implemented if impact not evident after 4 weeks.
- Close monitoring of pupil’s progress by class teacher and Phase Leader. Reviewed by Deputy Head Teacher in termly pupil progress meetings.

Review of the Pupil Premium Strategy and Funding

The impact of the above will be measured by a regular review of data, books and class monitoring by the Leadership Team. A half termly report is presented to the Curriculum Committee for discussion. This is then reviewed at the Governing Body interim meetings.

This summary statement is updated annually and the next date for renewal is September 2021.