

PUPIL PREMIUM STRATEGY



2020-2021

Definition

Pupil Premium funding is an allocation of funds paid to directly to schools in order to support and raise attainment and ensure the good progress of 'disadvantaged' pupils.

The Government terms disadvantaged pupils as those who are in receipt of Free School Meals (other than the Key Stage 1 Universal Free School Meals strategy), or a child who has been in receipt of Free School Meals within the last 6 years (Ever 6). Some other groups of children are also entitled to Pupil Premium. These include:

- Looked-after children (LAC) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority
- Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order (Pupil Premium Plus)
- Pupils in year groups reception to year 11 recorded as Ever 6 Service Child or in receipt of a child pension from the Ministry of Defence

School allocation of funds

Our school has a higher than average eligibility for Pupil Premium (33% against the 2018 National Average of 23%). Importantly, however, this group has grown in size across the last 4 years, as in 2016/17 only 21% of the school were eligible for the additional funds. Due to the current COVID pandemic, some data throughout this report has been used from the previous academic year 2018/ 2019 as 2019/2020 data was incomplete.

2019-2020	Pupil Premium Designation				TOTAL PUPILS
	Pupil Premium	LAC	Pupil Premium Plus	Forces	
Number of pupils	89	6	6	4	105
% of PP Allocation	84.35%	4.86%	9.9%	0.87%	
Funding breakdown	£119,705	£6,900	£14,070	£1,240	£141,915
	TOTAL FUNDING ACADEMIC YEAR = £141,915				

Outcomes (from 2018 /2019 due to COVID)

Key Performance Indicator 2018-2019	Pupils eligible for PP (school)	Pupils not eligible for PP (national average)
% achieving expected standard or above in reading, writing & maths	29%	71%
% making expected progress in reading (as measured in the school)	57%	78%
% making expected progress in writing (as measured in the school)	50%	83%
% making expected progress in mathematics (as measured in the school)	43%	83%

Main Barriers to Educational Achievement

Across our school, the typical internal barriers to educational achievement for children entitled to the funds could be seen as:

- A. **Early Language Acquisition:** Children’s starting points are often below those typically found of their peers, so need to catch up rapidly. This is particularly true in term of early language and communication skills. Children’s low levels of oracy impact negatively on achievement in the specific areas of learning in Reading and Writing.
- B. **Basic skills:** Disadvantaged pupils do not sufficiently secure basic skills in reading, writing and mathematics and therefore a high proportion have historically failed to achieve the expected standard at the end of Key Stage 1 and Key Stage 2. They are therefore not well enough prepared for their next phase of education.
- C. **Social and Emotional Resilience:** Some disadvantaged pupils lack resilience and struggle to maintain focus when part of a large class size. They often lack self-esteem and too easily see they themselves as less able than their peers.
- D. **Behaviour:** Some disadvantaged pupils become disengaged with the learning process which has historically led to poor behaviour including behaviour that has warranted fixed term exclusions. Parents are at times not well-equipped to support the school in the effective establishment of boundaries/expectations nor the re-integration process designed to improve behaviour following a period of exclusion.

Across our school, the typical external barriers to educational achievement for children entitled to the funds could be seen as:

- E. **Attendance:** Pupils who are dis-advantaged do not attend school as regularly as their non-disadvantaged peers. Disadvantaged pupils are often from families where there are multiple siblings and families may not have the internal capacity to maintain routines which support good attendance.
- F. **Extended opportunities:** Many families cope well with the day to day care of their children but may struggle to pay for the ‘additions’ to the curriculum, such as school trips, residential visits and experiences. Some disadvantaged children have few opportunities to learn outside of the school/classroom environment.

Desired outcomes		
	Outcome	Baseline Data
A. Early Language Acquisition	To increase the proportion of disadvantaged pupils achieving a Good Level of Development in Communication and Language in Reception from a low starting point	EYFS 2019 outcomes indicate that 44% of disadvantaged children achieved a GLD in in Communication and Language compared to 73% of all children and 79% of other children within this cohort.
	Success Criteria	<ul style="list-style-type: none"> • In 2021, the percentage of EYFS disadvantaged pupils achieving a GLD in Communication and language will increase to 60% • In 2021 the percentage in school achievement gap between disadvantaged children and all children in Communication and Language will have reduced by 25% (+/- 4%).
B. Basic	Outcome	Baseline Data
	To increase the proportion of disadvantaged pupils attaining the expected standard in reading, writing and maths in KS1 and KS2 by improving the quality of curriculum implementation.	KS1 outcomes 2019 indicate that 65% of all pupils achieved the expected standard in RWM in comparison to 50% of disadvantaged pupils for the same measure.

		KS2 outcomes 2019 indicate that 60% of all pupils achieved the expected standard in RWM in comparison to 29% of disadvantaged pupils for the same measure.
	Success Criteria	
	<ul style="list-style-type: none"> The implementation of the curriculum will be consistently strong and targeted CPD will eradicate weak teaching, resulting in improved achievement Accurate tracking will identify pupils requiring intervention and any interventions will have a notable impact upon accelerating progress In KS1 the achievement gap between disadvantaged pupils attaining the expected standard in RWM and all pupils will narrow resulting in a variation of no more than 10% (13% variation nationally in 2019 and 15% school variation in 2019) In KS2 the achievement gap between disadvantaged pupils attaining the expected standard in RWM and all pupils will narrow, resulting in a variation of no more than 15% (14% variation nationally in 2019 and 31% school variation in 2019). 	
C. Social and Emotional Resilience	Outcome	Baseline Data
	To further develop the self-confidence and resilience of learners in independently tackling higher order thinking and problem-solving activities.	Pupil questionnaire analysis (July 2019) indicate that 64% of disadvantaged pupils do not know how well they are doing at school. Senior Leader lesson visit records (October 2019) indicate that pupils are often over-reliant on teacher direction and need to develop the confidence to move on to more demanding application tasks once they have mastered a skill.
	Success Criteria	Monitoring
	<ul style="list-style-type: none"> Lesson visits will demonstrate pupils' independence in learning and resilience whereby they can draw upon effective problem-solving strategies, working collaboratively with their peers, reducing adult reliance. Pupils will have access to subject toolkit (including concrete resources) to support their independence. Pupils will speak positively about themselves and the progress they are making. 	
D. Behaviour	Outcome	Baseline Data
	To ensure that through the rigorous and consistent application of the school's behaviour policy, disadvantaged pupils demonstrate positive conduct and attitudes, a commitment to learning and a pride in achievements.	In 2018-2019 there were a total of 117.5 days of fixed term exclusions, involving 9 KS2 pupils. Of the 9 pupils issued with fixed term exclusions, 6 were disadvantaged pupils.
	Success Criteria	
	<ul style="list-style-type: none"> New Trackit light positive behaviour system will be introduced with sanctions for not following the behavioural expectations. The number of fixed term exclusions of disadvantaged pupils will be reduced and not higher than for all pupils The number of disadvantaged pupils being tracked on the weekly behaviour monitoring on more than 3 occasions will be no more than the number for all pupils in that cohort. 	
E. Attendance	Outcome	Baseline Data
	To reduce the persistent absence of disadvantaged pupils compared to their non-disadvantaged peers.	The overall attendance of disadvantaged pupils in 2019-2020 was 94.82% compared to 95.79% for all pupils.
	Success Criteria	
	<ul style="list-style-type: none"> There will be no more than a 1% variation between the persistent absence of disadvantaged pupils and their non-disadvantaged peers. 	

	<ul style="list-style-type: none"> Case studies of specific disadvantaged families will show an increase overall attendance as a result of early intervention. 	
F. Extended Opportunities	Outcome	Baseline Data
	To ensure equality of opportunity for all in terms of the wider aspects of school life including extra-curricular opportunities, homework support, sporting and musical opportunities and educational visits.	In 2018-2019 all disadvantaged pupils were partially funded to participate in residential activities in Upper Key Stage 2 with a 67% uptake. Pupils in other year groups were partially funded to participate in educational visits off site with 100% uptake.
	Success Criteria	
	<ul style="list-style-type: none"> All children entitled to pupil premium will be able to describe their involvement in wider school opportunities, including outdoor learning. Equality surveys will demonstrate that disadvantaged pupils are proportionately represented in groups and activities. By July 2021, parents will have access to tutorials which model teaching methods and exemplify curriculum content. Parental questionnaires will indicate that parents feel more skilled in supporting learning at home having accessed the training resources. 	

A. Early Language Acquisition		Planned Expenditure
To increase the proportion of disadvantaged pupils achieving a Good Level of Development in Communication and Language in Reception from a low starting point		
Quality Teaching for all	Targeted Intervention	Evidence and Monitoring
Maintain a Communication and Language rich environment both indoors and outdoors. Ensure there are opportunities to learn, recite and apply new language for all children. Upskill adult expertise in promoting a layered language (Sound-Write) approach to discussions and interactions with pupils. Provide targeted CDP to develop this. (SIP 5.2)	Timetable teacher intervention with small groups using Talk resources. Create home/school resource packs to practise language skills. Offer family learning opportunities to upskill parents in the use of promoting language through play and traditional games. Provide parents with high quality resources for use in their home setting having participated in workshops designed to reinforce their learning opportunities and typical stage of development for 22-36 months.	Research shows that high-quality early years provision, with a strong educational focus and activities which support early reading and language concepts, is highly beneficial for disadvantaged children. (The Pupil Premium Making it work in your school – Oxford School Improvement 2015)
		SLT Learning Walks SLT Lesson Visits EDP monitoring IEB sub committee monitoring
Early Years Reading Resources to enhance teaching of phonics= £84 Early Years SLA 11 hours = £1,310 Book bag books and language activities (Oxford) = £2935	Nuffield Early Language Intervention (Neli) – No cost - COVID national tutoring programme Additional Teaching Assistant allocation (0.5 FTE) = £16,304 Family learning resources= £3,400	Total = £24,033.20
Evaluation		
		Next Steps

B. Basic Skills		Planned Expenditure
To increase the proportion of disadvantaged pupils attaining the expected standard in reading, writing and maths in KS1 and KS2 by improving the quality of curriculum implementation.		
Quality Teaching for all	Targeted Intervention	Evidence and Monitoring
See SIP 1.2 for key actions which focus upon leaders improving teachers': -Subject knowledge -Ability to plan sequentially -Use of assessment within lessons -Feedback and marking	Provide Teaching Assistants with quality training in the delivery of specific intervention programmes, allocating intervention areas to maximise staff strengths. Create intervention programmes matched to individual needs. Create a timetable of interventions specifically	Research has found that allocating the best teachers to disadvantaged children can have a huge impact, much greater than the difference made for other pupils. (Improving the impact of teachers on pupil achievement, London School of Economics and Stanford University)

Utilise a proportion of Phase Leader support time to addressing specific needs of disadvantaged pupils. Employment of an effective practitioner Sept20-Aug21 to maintain small single age class sizes to support rapid improvements in the QofE.	linked to outcome analysis, including the delivery of SEND personalised programmes (for those disadvantaged with SEND). Ensure the work of TAs is communicated with teachers and the impact of interventions is monitored.	Overview of planning/lesson visits/book scrutiny/ learning walks Peer/phase reviews IEB members monitoring LA monitoring Analysis of progress and attainment data
30% of phase leader release time to plan and support their colleagues. £90 x3 = £270 per week £270 x 14 = £3780 per term Total £7560 30% = £2,268 Staff member= £33121	£2,000 allocated to CPD for TAs 5 hours per week TA intervention= £3,130 per annum NfER assessment materials: £517 Educational Psychology Service proportionate time (COL credits) SEN SLA proportionate time = £350	Total = £39,386
Evaluation		
		Next Steps

C. Social and Emotional Resilience		Planned Expenditure
To further develop the self-confidence and resilience of learners in independently tackling higher order thinking and problem-solving activities.		
Quality Teaching for all	Targeted Intervention	Evidence and Monitoring
<p>See SIP 3.1 for key actions which focus upon leaders improving pupils' self-confidence through providing:</p> <ul style="list-style-type: none"> - meaningful engagement - leadership opportunities <p>See SIP 1.3 for key actions which focus upon leaders improving pupils' resilience through:</p> <ul style="list-style-type: none"> - peer and self-assessment - implementing problem solving toolkits 	<p>Provide small group interventions where pupils can learn coping and resilience strategies.</p> <p>Access to other professional services where tangible links to raising attainment can be established e.g. additional Ed. Psych hours to assist with provision/Counselling services</p> <p>Train specific staff in Thrive qualification to allocated personnel for pastoral support. These staff will provide lunch time interventions for social and emotional resilience</p>	<p>Research into pupil resilience demonstrate that a key factor that helps disadvantaged children buck the trend and succeed in life against the odds is their strong personal and social skills...</p> <p>(Aiming high for children, HM Treasury and DfES, 2007)</p> <p>SLT Learning Walks SLT Lesson Visits Discussions with pupils LA monitoring IEB sub-committee monitoring</p>
Children's Leadership Council improvement budget= £700	2 x Thrive TA x 0.75FTE= £34545 per annum (proportionate time allocation)	Total=£35245
Evaluation		
		Next Steps

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D. Behaviour	Planned Expenditure
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To ensure that through the rigorous and consistent application of the school's behaviour policy, disadvantaged pupils demonstrate positive conduct and attitudes, a commitment to learning and a pride in achievements.

Quality Teaching for all	Targeted Intervention	Evidence and Monitoring
<p>See SIP 2.1 for key actions which focus upon leaders improving pupils' behaviour and attitudes through:</p> <ul style="list-style-type: none"> -reviewing rewards/ motivational strategies -consistent application of sanctions in line with policy guidelines <p>Use the coaching role of Phase leaders (Link to 1.2) to model/coach strategies to fully engage learners in delivery, including peer and self-assessment which will increase pace of delivery and reduce low level disruption. Create a toolkit of strategies to increase participation, linked to Speaking and Listening strategy.</p>	<p>Promote a team approach to supporting disadvantaged pupils with specific behavioural difficulties. Seek external partnerships to ensure that families benefit from the full range of help available. Use Thrive assessment materials to assess need/plan for personalised approaches. Ensure all pupils with specific needs have robust risk assessments and all staff are clear about strategies/ timetables/approaches.</p> <p>Develop a planned approach for pupils having experienced a fixed term exclusion which includes strategies to support successful re-integration, thus reducing the number of repeated fixed terms.</p> <p>Ensure all relevant staff have appropriate Team Teach training and therefore utilise effective de-escalation skills and in extreme instances physical intervention strategies which maintain safety and dignity.</p>	<p>Impulse control can be one of the most significant factors in predicting academic success. Students with poor impulse control have more difficulty motivating themselves to study, do homework and listen in class. This can decrease their ability to excel academically, even when they perform well on IQ and achievement tests.</p> <p>Wang and Aamodt (2018) emphasize that rule-setting can play a critical role in helping children develop impulse control.</p>
<p>CPD de-escalation = £500</p>	<p>Behaviour Support SLA= £3,000 Crisis response SLA = £2,684 TA Pastoral Lead = £12,701 (proportionate time allocation)</p>	<p>Behaviour Monitoring Logs Weekly behaviour analysis Lesson visits Learning walks Playtime observations</p> <p style="text-align: center;">Total= £19685</p>

Evaluation

	Next Steps

E. Attendance	Planned Expenditure
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To reduce the persistent absence of disadvantaged pupils.

Quality Teaching for all	Targeted Intervention	Evidence and Monitoring
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<p>See SIP 4.3 for key actions which focus upon leaders improving attendance through:</p> <ul style="list-style-type: none"> -rewards and incentives -education about importance of attendance for academic success -non-authorisation of holiday requests in term time. -Ensure families know about the incentive program, why school attendance matters and understand school policies through parent workshops 	<p>Utilise school Attendance Officer to monitor attendance and punctuality (against group Dis/non, gender) and identify pupils causing concern on a half termly basis at overall absence above National of 3.9%.</p> <p>Provide parents with clarity surrounding persistent absence and formalise action warnings and parent consultation meetings to offer support.</p> <p>Ensure all administration staff adhere to school policy regarding the authorisation of absence through the sight of medical evidence with families causing concern.</p> <p>Provide and signpost to Early Help utilising skills of Pastoral Lead.</p>	<p>The Department for Education (DfE) published <u>research</u> in 2016 which found that:</p> <ul style="list-style-type: none"> -The higher the overall absence rate across Key Stage (KS) 2 and KS4, the lower the likely level of attainment at the end of KS2 and KS4 -Pupils with no absence are 1.3 times more likely to achieve the expected standard, and 3.1 times more likely to achieve the higher score, than pupils that missed 10-15% of all session
<p>Attendance Initiative Budget=£500</p>	<p>Attendance Officer ½ day per week=£2,111 per annum</p> <p>TA Pastoral Lead = £12,701 (proportionate time allocation)</p>	<p>Attendance Monitoring Logs Attendance Records Case study families Attendance officer Action Chronology</p> <p style="text-align: center;">Total= £15,312</p>
Evaluation		
		<p>Next Steps</p>

F. Extended Opportunities	Planned Expenditure
<p>To ensure equality of opportunity for all in terms of the wider aspects of school life including extra-curricular opportunities, homework support, sporting and musical opportunities and educational visits.</p>	
Targeted Intervention	Evidence and Monitoring
<p>Provide Breakfast to vulnerable families who request it, free of charge. This will provide a healthy start to the day (ensuring children receive at least 2 of the three daily meals at school). Furthermore, it will improve punctuality and ensure pupils are ready to learn.</p> <p>Ensure that children entitled Pupil Premium gain equality of opportunity for wider school experiences. These include:</p> <ul style="list-style-type: none"> - Residential visits - Other educational visits <p>Provide family learning opportunities which will include easy to access tutorials to enable parents to support homework. Review homework policy to ensure its focus on basic skills.</p>	<p>Extended schools have been found to make a difference through breakfast clubs, after school programmes, multi-agency teams in schools and parenting support. They help create the conditions under which improved teaching and learning approaches can work.</p> <p>(Extended services in practice – A summary of evaluation evidence for head teachers, DfE, 2011)</p>
<p>Breakfast yearly cost per child £390 X5 places available = £1950</p> <p>After school club yearly cost per child £195 X5 places available = £975</p>	<p>Equality of Opportunity records/analysis</p>

Year 6 residential subsidy (15 pupils) £105x15= £1575 Year 5 residential subsidy (17 pupils) £100x15 = £1,500 Allocation to educational visits = £3,000	Discussions with pupils LA monitoring IEB monitoring
	Total= £9000
Evaluation	
	Next Steps
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Total Expenditure= £136,059*

* £54 unallocated which can be distributed across the budgeted areas if required or allocated to additional activities and foci for any specific resources / changing priorities across the year 2020/21.