

Pupil Premium Report

The Pupil Premium Grant, launched by the Government in 2011-12, is additional to main school funding (Dedicated Schools Grant -DSG). This is allocated to schools as a means to address the current underlying inequalities between children eligible for free school meals (FSM) and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

The Pupil Premium is allocated to schools to work with pupils who have been registered for free school meals at any point in the last six years (known as 'Ever 6 FSM') and for those who have been looked after for 1 day or more, adopted from care or has left care under a special guardianship order, a residence order or a child arrangement order. Historically it also included children of service personnel.

In making provision for socially disadvantaged children, we recognise that not all children who receive FSM will be socially disadvantaged. We also recognise that not all children who are socially disadvantaged are registered or qualify for FSM. The school therefore allocates the Pupil Premium Funding to support any child or group of children we have identified as being socially disadvantaged.

Funding Received

Financial year 2020/21 = £18,493.75

Outline of Pupil attainment priorities

In making provision for pupils to improve at the correct rate in terms of their educational development the school needs to identify and understand the priorities required to achieve the required outcomes. The identification of priorities will be determined by:

1. Observing the children and gaining an understanding of their development needs and formulating a programme of interventions and actions to meet them.
2. Analysing attainment data (current and historic) including trends and progress at a school, local and national level so that the current benchmark can be identified.
3. Undertake a review of the previous plan to address these needs to ascertain their level of success and whether to continue, cease or change how they are delivered.
4. Assess the achievement of best value in the delivery of interventions and actions.
5. Researching improvements in improving attainment outcomes, for example, through Sutton Trust

The identification of the appropriate priorities are (revised for COVID response):

1. Focussed 1-1 Phonics Tuition and Intervention Groups
2. Provision of staff for 1-1 reading to aid comprehension
3. Provision of staff for 1-1 for numeracy support and precision teaching
4. Breakfast Club
5. New and ambitious reading books for the library, classroom and home reading
6. Social skills activities

Funding Allocated	Phase Group Involved	Nature of support	Intended Outcomes of support provided,	Monitoring & accountability
1. Focuses 1-1 and small group Phonics Tuition and Intervention Groups				
£4000	KS1 and Year 3 and 4	Developing Phonic knowledge following Letters and Sounds 1-1 tutoring project.	Accelerated progress in reading. Improved spelling.	DH - T&L. Half-termly looking at reading and phonic data. Training with staff to discuss individual's progress and next steps.
2. Provision of staff for 1:1 reading to aid comprehension (Year 3,4,5, and 6)				
£3000	Targeted pupils	Staff appointed to work 1:1 on developing	Accelerated progress in reading.	DH - T&L half-termly through assessment data.

		comprehension skills.		Discussion with reading LSC on individual progress weekly.
3. Provision of staff for 1-1 for numeracy support and precision teaching				
£3000	Targeted pupils	Staff appointed to 1:1 on developing recall and timetables skills.	Accelerated progress in Maths and Times Tables.	DH - T&L half-termly through assessment data. Discussion with reading LSC on individual progress weekly.
4. Breakfast Club				
£1000	All pupils	Early morning care and family observation and interaction.	Improved attendance and punctuality. Improved progress in core subjects	DH - Half-termly assessment
5. New and ambitious reading books for the library, classroom and home reading				
£1,500	All pupils	Access to stimulating and challenging texts that would not be readily available at home or without a public library visit.	Accelerated progress in reading. Improved enjoyment and engagement in reading.	DH - Half-termly assessment
6. Social skills activities				
£6,500	KS2	Additional LSC for Yr. 5 & 6 to withdraw pupils for social skills activities including supported play, collaborative cooking, sports activities. Ingredients for cooking activities and art materials.	Improved attendance and pupils feeling safe. Improved behaviour and collaboration in class and playground. Reduction in the number of times positive handling is required.	DH – Half termly assessment and reorganisation of groups.

Total spend for 2019/2020 = £19,000

Outcomes & Impact:

Due to the high numbers of PP (only 3 pupils in the school not PP) it is challenging to make accurate comparisons between the attainment of PP and non-PP pupils. The report will focus on progress and development as a result of the funding.

Focuses 1-1 and small group Phonics Tuition and Intervention Groups (KS1 and Year 3 and 4)

Accelerated progress in reading.

Improved spelling.

- Children have made the same progress as non-PP children.
- Accelerated progress in phonics assessment.
- Children applying the knowledge to their writing.

Provision of staff for 1:1 reading to aid comprehension (Year 3, 4, 5, and 6)

Accelerated progress in reading.

- Children making the same progress as non-PP children.
- Children able to read more ambitious texts.
- 2 children now reading beyond the primary assessment age.

Provision of staff for 1-1 for numeracy support and precision teaching

Accelerated progress in Maths and Times Tables.

- Children completing more difficult daily maths challenges as part of the morning routine.
- The children are challenging themselves to get better scores in a shorter time.
- One child was unable to complete simple maths challenges and would become very angry when he saw one as he walked into the classroom. He is now enjoying 'countdown' challenges.

Breakfast Club

Improved attendance and punctuality. Improved progress in core subjects

- The children are starting their day without being hungry.
- They are able to eat in a more social environment and are learning life skills, manners and etiquette.
- The children want to eat with their friends and comment that they prefer this to home.
- They are able to focus on their learning as they are not hungry.

New and ambitious reading books for the library, classroom and home reading

Improved enjoyment and engagement in reading.

- The children are attending school because they are interested in what they are learning about.
- They are reading texts that they can understand, relate to and have knowledge of.
- The children are accelerating in reading and this in turn supports the learning across other subjects.
- The children are talking about the texts that they read in their down time and liken themselves to characters or places that they are learning about.
- They want to have dictionaries on their desks so they can find out for themselves what words mean in the ambitious texts.
- The children are requesting to visit the library – one child likes to read on a 1:1 basis in there.

Social skills activities

Improved attendance and pupils feeling safe. Improved behaviour and collaboration in class and playground. Reduction in the number of times positive handling is required.

- Positive handling has reduced from 82 holds this time last year to 21 this year.
- The children are interacting with one another in a positive way.
- The older children are able to support the younger children when playing games.
- The children are supporting each other with de-escalation – one child takes this very seriously and will remind younger children about sportsmanship and the importance of taking part.