



Pupil Premium Statement Academic Year: 2020/2021



Summary information

Pupil Premium Coordinator	Laura Strathearn			Pupil Premium Governor	Tracy Pickles			
Date for next internal review of this strategy	9/2021			Date of most recent external PP Review	14/1/2020			
Total number of pupils	203			Number of pupils eligible for PP	14 (6.9% of total roll)			
Number of pupils eligible for PP by year group	N	R	1	2	3	4	5	6
	x	1	2	2	2	3	2	2

Financial Summary

	2018/ 2019	2019/ 2020	2020/ 21
Total pupil premium Allocation	£8,900	£15,830	£17,460
Total Pupil Premium Expenditure	£8,900		
Surplus/deficit	£0		

End of Key Stage 2 Outcomes 2019 (Cohort size: 28)		
	Pupils eligible for PP (School)	Pupils not eligible for PP in 2019 (<i>National</i>)
Reading progress	+1.7	+1.6
Writing progress	0.0	+2.2
Maths progress	-2.9	+2.1
RWM % meeting expected standard	50%	79% (64%)

Pupil Absence			
Absence rate for pupils eligible for PP	6.77%	Absence rate for pupils not eligible for PP	2.53%

Planned Pupil Premium Expenditure 2020-2021					
Identified barrier to learning	Action	Measure of success	Lead	Budget	Budget category
Improved understanding of individual barriers to learning and application of pedagogy that enables individual needs to be met more effectively	Time for PP Champion to meet pupils individually and write their support plan with them.	Staff training to ensure consistency of approach. The quality of teaching is reflected in ongoing monitoring and reporting to governors.	RW	£2000	Staffing-teaching

Providing in-class support for learning to offer Individualised Instruction to pupils, enabling pre- and post-teaching if appropriate.	Trained TAs to be allocated to classes, who teachers are able to deploy for individualised instruction	Pupil Premium Champion, SLT and governor monitoring to ensure impact	RW/ LS	£6697	Staffing-support
Reinforcing high aspirations for disadvantaged learners by identifying ways to celebrate achievement, planning for depth and mastery, and accelerating pace of learning to ensure that they move beyond fluency.	Trained TAs to be allocated to classes, who teachers are able to deploy for individualised instruction	Achievement of pupils to be recorded on PP support documents	RW/ LS	£3420	Staffing-support
Access to emotional and social interventions to support SEMH development.	Targeted support driven by analysis of need; Pastoral Team TA delivery in 1:1 or small groups	Monitoring attendance and behaviour; analysis of pupil questionnaires	HA	£1753	Staffing-support
Develop nurture activities to support SEMH development including time to listen club for individuals, as required.	PP children to be invited to attend an open club in order to encourage conversation and promote a sense wellbeing.	Monitoring attendance and behaviour; analysis of pupil questionnaires	LS	£590	Staffing-teaching
Ensure appropriate engagement of vulnerable learners through the development of the school curriculum	Time allocated for curriculum leaders to ensure that the curriculum is broad and balanced and offers opportunities for PP pupils to enrich their vocabulary and life experiences.	Improved active participation in lessons. Observations and PP interviews. Improved and enriched vocabulary-discussions with children about their learning.	RW	£1000	Staffing-teaching
Access to activities and resources for Pupil Premium children to ensure full participation in school life, including extra-curricular and enrichment activities.	Funded places on trips and residential, clubs, uniform and PE kit	High levels of attendance and participation	RW	£2000	Non-staffing

Total £17,460

Review of Pupil Premium Expenditure 2019-2020

Identified barrier to learning	Action	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned	Cost
<i>Understanding the nature of individual barriers</i>	PP champion to meet pupils 1:1 to understand the nature of challenges.	This is known to be an effective strategy, but was restricted due to Covid-19 lockdown.	Needs to be re-instated September 2020	Carry over
<i>Access to the curriculum and making positive progress.</i>	Provide in-class support for learning, and Chromebook for remote learning where appropriate.	This was a successful strategy. Pupils were generally happy and settled in school, and were able to access learning. This was impacted by Covid-19 lockdown, but as much support as possible was given.	Support for normal learning activities was a positive strategy and should continue. Support during lockdown depended upon parental support. Consideration should be given to providing Chromebooks immediately upon closure in future, and structuring learning so that it is easily accessible without parental input so that it is more effective.	£10,260
<i>SEMH aspects and pastoral support</i>	Provided through Pastoral Team and in-class support.	This was an effective strategy as pupils accessed activities equitably with other children and were happy to be in school. Good contact was made during lockdown to support wellbeing.	A very effective strategy which helped children to feel secure in school and address any anxieties. This has proven to support integration in class activities and effective learning.	£1753
<i>Curriculum and extra-curricular access</i>	Support the cost of after-school clubs, visits and visitors, and curriculum resources.	Some resources, clubs and trips (including residential) were supported which impacted positively upon engagement and equity. Planned work to enhance curriculum planning did not	Supporting access is extremely valuable. This had high impact in ensuring that pupils engaged in a range of activities equitably with their peers. This should be repeated. More work can be done to support learning from	£375

		happen due to Covid-19 lockdown and will be carried forward.	home, particularly in the case of further school closure. Curriculum development work should be carried over until next year.	
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Total £8,968 (£3,442 carried forwar d)
