



Pupil Premium Report 2020-21

What is Pupil Premium?

Pupil Premium funding is given to schools by central government. It is in addition to the school's main budget. The Pupil Premium is specifically targeted funding designed to narrow the attainment gap between children from disadvantaged backgrounds, and those who are less disadvantaged.

The aim is to overcome inequality between certain groups of children and their peers. In all state schools the groups of children for whom Pupil Premium funding is received are:

- Children who are, or have been, entitled to Free School Meals
- Children in the care of the Local Authority, known as Looked After Children, for example children in foster care.
- Children whose parents serve in the Armed Forces.

How much Pupil Premium money does the school receive?

The amount the school receives currently ranges between £1345 - £2345 (according to whether the child is eligible for Free School Meal funding or is a Looked After Child.)

The funding a school receives is based upon the number of pupils in school on the October census day. As a result, the number of pupils entitled to Pupil Premium funding does not necessarily match the amount of income received. Also, due to financial years differing to academic years, there is period of each year whereby not all pupils might be on roll at a particular school who the funding was received for, and equally new pupils may have joined who the school has not received the funding for.

The actual amounts received by the school for the most recent years of Pupil Premium funding are as follows:

Year	Pupil Premium
2017/18	£13,122
2018/19	£13,597
2019/20	£8,309
2020/21	£22,830

Eligibility

As an infant school it is quite a struggle to get the Pupil Premium amount that we should be able to access, for several reasons. This is because of the confusion caused by the fact that all infants receive a free school meal. (Universal Infant Free School Meals) However, this is not the same as having a 'Free School Meals' entitlement due to having a low income.

All parents are asked to complete a form which is included in their Induction Packs, to help us assess eligibility for Pupil Premium, but sadly some families choose not to respond because their children will be having lunch provided in any case. This means we lose out on some Pupil Premium funding.

Alternatively, parents can check their eligibility via the website: <https://www.cloudforedu.org.uk/ofsm/sims>

Your child's school may be entitled to pupil premium funding if you receive one of the following benefits:

- Income Support
- Income Based Job Seekers Allowance
- Child Tax Credit Only (with income up to £16,190) with no element of Working Tax Credit
- National Asylum Seekers Support
- Guarantee Element of the State Pension Credit
- Employment and Support Allowance (income related)
- Universal Credit (income dependant)

If you have any questions or would like to know more about Pupil Premium funding and how it is being used to benefit your child, please speak to the Head teacher or Admin Assistants.

What should schools report to parents about Pupil Premium?

The DfE states that:

You must publish a strategy for the school's use of the pupil premium. DfE has published templates to help schools present their pupil premium strategy statements.

You may wish to plan your pupil premium use over 3 years. You should aim to update the online strategy statement by the end of the autumn term each year to reflect your plans for the academic year after assessing the needs of your pupils, both new and existing.

For the current academic year, you must include:

- *your school's pupil premium grant allocation amount*
- *a summary of the main barriers to educational achievement faced by eligible pupils at the school*
- *how you'll spend the pupil premium to overcome those barriers and the reasons for that approach*
- *how you'll measure the effect of the pupil premium*
- *the date of the next review of the school's pupil premium strategy*

For the previous academic year, you must include:

- *how you spent the pupil premium allocation*
- *the effect of the expenditure on pupils*

How we use the Pupil Premium funding – general principles

As a school we are committed to high standards of teaching and learning for all children, and we couple this with effective assessment and progress tracking of every child, so that we can best meet the needs of every individual.

As part of this progress tracking we ensure that the learning outcomes for 'Pupil Premium' children are closely monitored at an individual child level, so that we can put in place appropriate support to enable them to achieve well. As a result, much of the support provided through the Pupil Premium Grant will be aimed at accelerating progress and helping pupils to achieve at least age related expectations in

Literacy and Numeracy and extending achievement across the whole curriculum. In some cases the funding will be used to support more able pupils, who are socially disadvantaged, to enable them to achieve their full potential.

The range of support includes:

- specific interventions where needed to support or accelerate their learning in the core subjects of English and Maths.
- additional reading support where required
- remittance of fees for instrumental tuition (in Year Two)
- that they are not asked to make financial contributions towards our rich programme of educational visits and visitors
- that Pupil Premium children entitled to Free School Meals are offered school uniform free of charge.
- additional resources and activities deemed necessary or appropriate year on year to support eligible pupils

How we will measure the impact of our Pupil Premium funding

The impact of the Pupil Premium funding will mostly be done via termly Progress Tracking meetings. Teaching Assistants monitor the progress children make during interventions which is then shared and discussed with the class teacher. This feeds into discussions had between class teachers, Assistant Heads and the Head Teacher during the Progress Tracking meetings. For each child we discuss interventions which have taken place and the impact they have had upon the child's progress. This informs whether they need to continue receiving a particular intervention or whether an alternative might be more effective or appropriate for them. Whilst choosing children to access the intervention groups, we would be considering all pupils, but with main consideration given to the pupil premium pupils who would benefit most from them.

Pupil Premium will be an annual agenda item on the Governing Board meetings in the Autumn Term. They have a responsibility to monitor the way in which the funding is being spent to ensure that it has maximum impact.

Pupil Premium funding has allowed individual Year 2 'pupil premium children' to receive instrumental tuition – the school offers violin, 'cello and trumpet lessons. This has enabled those children to pursue their interest in music and develop skills that they would otherwise be unable to experience. Although the impact is more challenging to measure, it certainly impacts positively upon their attitude towards education, the commitment to learning and practicing helping to develop good study skills and self-management.

Pupil premium spending 2020-2021

SUMMARY INFORMATION

Date of most recent pupil premium review:	Autumn 2020	Date of next pupil premium review:	Autumn 2021
Total number of pupils:	249	Total pupil premium budget:	£22,830.05
Number of pupils eligible for pupil premium:	23 +1	Amount of pupil premium received per child:	£1,345

STRATEGY STATEMENT

Priorities:

- Attainment
- Well-being
- Good attendance

Our aims:

- To ensure that all pupil premium children make at least good progress and meet their potential
- To develop well-being and positive experiences to ensure that pupil premium children enjoy coming to school, and as a result have good attendance

Assessment information

EYFS		
Predictions to achieve GLD at end of year (Even though no profile assessment)	Pupils eligible for pupil premium (PP)	Pupils not eligible for PP
Personal, Social and Emotional Development	83%	83%
Communication and Language	67%	74%
Physical Development	50%	81%
Literacy	33%	76%
Maths	33%	78%

END OF KS1		
Predictions to achieve expected or better at end of year (Even though no SATs)	Pupils eligible for PP	Pupils not eligible for PP
% making expected or better than expected progress in reading	40%	74%
% making expected or better than expected progress in writing	20%	63%
% making expected or better than expected progress in maths	20%	67%

YEAR 2 PHONICS SCREENING CHECK*

Results based on December 2020

Phonics Check results

Pupils eligible for PP	Pupils not eligible for PP	National average
40%	72.3%	82% based on 2018/19 results. No National Averages available for the current year during the Pandemic.

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	Below age appropriate levels when baselined on entry
B	Poor communication and language skills
C	High numbers of EAL pupils

ADDITIONAL BARRIERS

External barriers:

D	Parental Engagement, particularly during long periods of Home Learning
E	Poor well-being/self-esteem
F	Poor attendance for some
G	Low Aspirations

Planned expenditure for current academic year

ACADEMIC YEAR

Quality of teaching for all

Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Training in Quality First Teaching	For all children to benefit from Quality First Teaching	Best possible outcomes for all pupils	Training	DT, GK, LL	Ongoing
Total budgeted cost:					Included within school staffing

Targeted support					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Reading intervention with TA/Priority Readers	Increased progress	Pupil progress data	Through training of TA and discussion with class teachers	DT/LL/GK	Half termly
Talking Partners Intervention	Increased confidence in speaking and listening skills feeding through to other curriculum areas	Pupil progress data	Talking Partners entry and exit data	LL/ TAs who run groups	Half termly
FS1 Play group	Strengthened friendships	Improved turn-taking during group play activities	Observations by staff	GK/JH	Half termly
Forest School Nurture group	Improved well-being	Improved well-being and self-esteem of child will benefit progress in all areas of curriculum	Monitor planning of these sessions and observations	LH/GK/LL	Half termly
Small group support during English, and Phonics Lessons	Increased understanding of the task and increased progress	Pupil progress data	Monitor pupil data	Class teachers/TAs	Half termly
5 Minute Maths Box Intervention	Increased progress	Pupil progress data	Monitor pupil data	Class teachers/TAs	Half termly
Total budgeted cost:					£16,000

Other approaches					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Uniform/P.E kit/ Book bags/water bottles	Improved well-being of child	Children's comfort has an impact on their well-being and capacity to learn	Discussions with all PP families	DT/LL/GK	Half termly
Funded music lessons with peripatetic teacher	All PP children given opportunity to learn a music instrument	Evidence to show music has a positive effect on well-being	Through discussion with peripatetic teachers	DT	Termly
Provision of daily milk for all pupils	Improved diet of child	To enable a healthy balanced diet	Remind TAs to ensure that pupils drink the milk provided	DT/LL/GK	Termly
Ride High horse riding sessions	Opportunity and well-being	Improved well-being and self-esteem	Observation	LL	During sessions
Total budgeted cost:					£6,000

ADDITIONAL INFORMATION

The predicted costs are approximate and do not take into account the current Pandemic and periods of partial school closure. Also, they are approximate in that all interventions are worked out as a cost for the year and for each year group who do that intervention, although Pupil Premium children might not access them for the whole year as any one intervention is unlikely to be relevant to all eligible children year on year.

Review of expenditure from previous academic year

Due to the Pandemic and Lockdown from March 2020, it is extremely challenging to measure the impact of the pupil premium grant for the previous year, as many of the interventions did not happen beyond March.

The grids below are prepared in readiness for the evaluation of the 2020-21 Pupil Premium Grant.

PREVIOUS ACADEMIC YEAR				
Total amount:				
Quality of teaching for all				
Action	Intended outcome	Impact	Evaluation	Cost
Training in Quality First Teaching	For all children to benefit from Quality First Teaching			
Targeted support				
Action	Intended outcome	Impact	Evaluation	Cost
Reading intervention with TA/Priority Readers	Increased progress			
Talking Partners Intervention	Increased confidence in speaking and listening skills feeding through to other curriculum areas			
FS1 Play group	Strengthened friendships			
Forest School Nurture group	Improved well-being			
Small group support during English, and Phonics Lessons	Increased understanding of the task and increased progress			

5 Minute Maths Box Intervention	Increased progress			
Other approaches				
Action	Intended outcome	Impact	Evaluation	Cost
Uniform/P.E kit/ Book bags/water bottles	Improved well-being of child			
Funded music lessons with peripatetic teacher	All PP children given opportunity to learn a music instrument			
Provision of daily milk for all pupils	Improved diet of child			
Ride High horse riding sessions	Opportunity and well-being			