



'Together We Achieve'

Pupil Premium Strategy Statement 2020-2021

Our core aim is:

- Carefully ring fence the funding so that we always spend it on the target group of pupils
- Never confused eligibility for the Pupil Premium with low ability, and focus on supporting disadvantaged pupils to achieve their full potential
- Draw on research evidence (such as the Sutton Trust toolkit⁴; and Education Endowment Foundation) and evidence from our experience to allocate the funding to the activities that are most likely to have an impact on improving achievement
- To raise achievement (attainment and progress) of all pupils eligible for Pupil Premium so that their performance is narrowing the gap with their non-Pupil Premium peers nationally.
- Thoroughly analyse and monitor underachieving Pupil Premium pupils in English (reading and writing) and; mathematics to identify children making less than expected progress
- Know the importance of ensuring that all first quality day-to-day teaching meets the needs of each learner, rather than relying on interventions to compensate for teaching that is less than good
- Use achievement data frequently to monitor interventions or techniques to ensure the gap for attainment and progress is narrowed for disadvantaged pupils
- Deliver ongoing CPD for Teaching Assistants to ensure a consistent and robust approach to interventions is followed
- Systematically focus on giving pupils clear, useful feedback about their work, and ways that they can improve it. Thus ensuring children become active independent learners
- Ensure that a designated senior leader has a clear overview of how the funding is being allocated and to monitor and review the impact on disadvantaged pupils



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Key Actions from SIP Priorities 2020-2021

1. Pupil Premium advocate to monitor the progress of all PP children by attending pupil progress meetings; through book scrutinies; and lesson observations
 - Reading lead to monitor consistency in planning and delivery of FFT intervention as part of our Catch up programme
 - Termly learning walks with a specific focus to monitor PP children in lessons
 - Small group tuition for SATs preparation
 - Targeted PP pupils to have regular writing and maths intervention. Regular monitoring of intervention groups to ensure quality of delivery to inform next steps. Funding to support this from national coaching programme to be implemented if the application is successful
 - Monitor PP children using Educater and Arbor ensuring all staff know which children identify as PP
2. Inclusive classroom to ensure the learning environment is accessible to all children that identify as PP and SEND
 - Growth Mindset displays to develop behaviour for learning
3. Empty the classroom days continue to develop outdoor learning opportunities
4. Extra-curricular school clubs in place using two school based sports coaches
5. To improve the attendance for PP children through FSW working with families and attendance rewards and incentives
 - Well-Being worker to support behaviour/Breakfast Club and lunchtime provision and parents
 - Uniform subsidy for PP families
 - Attendance rewards and incentives
6. Curriculum trip subsidy including end of year trip for year 6
7. FSM tracker to identify FSM children
 - Analyse progress of children in receipt of PPG and Ever 6 pupils to determine and identify strategies / interventions to address any issues in performance



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Pupil Premium Spending Plan

Number of pupils and pupil premium eligible pupils	
Number of pupils for 2019-2020	210
Indicative Number of pupils eligible for Pupil Premium based on Jan 2019 census	53
Amount received per pupil	£1,345
Indicative Pupil Premium spend	£76,915
Catch up Premium 2020/21 only	£16800

Strategy 1 Objectives: Pupil Premium advocate to monitor the progress of all PP children by attending pupil progress meetings; through book scrutinies; and lesson observations	Allocated Amount £	Key Actions	Impact
To diminish the difference between FSM and non-FSM pupils Support staff to ensure good or better progress of PP children	£16708	<ul style="list-style-type: none"> To focus on all three core subjects: reading, writing and maths To monitor pupil premium children through by attending pupil premium meetings To use book scrutinies to monitor the level of challenge children are choosing To undertake termly learning walks with a focus on: 	Learning walks will show: <ul style="list-style-type: none"> PP children are well distributed amongst their non PP peers to enable more life opportunities and a variety of talk they would not normally be able to access Pupils will use behaviour for learning talk and attitude. This will be shown through engagement on lessons and the use of growth mindset phrases. As a result, pupils will be more engaged and focused in their lessons High quality questions will challenge pupil misconceptions; aid progress within lessons and check pupil understanding Data outcomes (%)



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		<ul style="list-style-type: none"> ○ Autumn - grouping of PP children and the chillis they choose ○ Spring - pupil engagement and attitude to learning and the chillis they choose ○ Summer - teacher talk vs pp pupil talk through the use of questioning 	<table border="1"> <thead> <tr> <th>Year Group</th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>Year 1 overall (cohort)</td> <td></td> <td></td> <td></td> </tr> <tr> <td>9 chn Year 2 overall (cohort)</td> <td>70(70)</td> <td>70(70)</td> <td>70(64)</td> </tr> <tr> <td>6 chn Year 3 overall (cohort)</td> <td>50(73)</td> <td>50(70)</td> <td>50(70)</td> </tr> <tr> <td>13 chn Year 4 overall (cohort)</td> <td>69(80)</td> <td>61(73)</td> <td>69(76)</td> </tr> <tr> <td>8 chn Year 5 overall (cohort)</td> <td>50(80)</td> <td>45(70)</td> <td>50(70)</td> </tr> <tr> <td>12 chn Year 6 overall (cohort)</td> <td>58(70)</td> <td>58(70)</td> <td>42(73)</td> </tr> </tbody> </table> <p>36% of our PP cohort are SEND. This will be reflected in targets and outcomes.</p>	Year Group	Reading	Writing	Maths	Year 1 overall (cohort)				9 chn Year 2 overall (cohort)	70(70)	70(70)	70(64)	6 chn Year 3 overall (cohort)	50(73)	50(70)	50(70)	13 chn Year 4 overall (cohort)	69(80)	61(73)	69(76)	8 chn Year 5 overall (cohort)	50(80)	45(70)	50(70)	12 chn Year 6 overall (cohort)	58(70)	58(70)	42(73)
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		<ul style="list-style-type: none"> ● Small group tuition for SATs preparation 	<ul style="list-style-type: none"> ● To close the attainment gap for disadvantaged pupils. Predicted attainment for the Year 6 cohort (ARE) (GD) for year 6 2020/21; <ul style="list-style-type: none"> ○ Reading 70% 30% ○ Writing 70% 23% ○ Maths 73% 26% ● Reading, Writing, Maths – all PP children to make at least expected progress or even better a positive progress score 																												
	£16,800	<ul style="list-style-type: none"> ● Targeted PP pupils to have regular reading, writing and maths intervention. Regular monitoring of intervention groups or 1-1 to ensure quality of delivery to inform next steps. 	<ul style="list-style-type: none"> ● Regular monitoring of core subjects by subject lead as Educater is updated. PP lead to PP pupils using this data and individualised data for each pupil and cohort using Educater and work with staff to ensure good or better progress. ● Targeted children make good or better progress in focused area of learning. 																												
		<ul style="list-style-type: none"> ● Monitor PP children using Educater and Arbor ensuring all staff know which children identify as PP 	<ul style="list-style-type: none"> ● Using Educater provide staff with regular updates on the progress of PP children to ensure children make good or better progress. Staff can use the information to monitor PP children within their cohort 																												
Strategy 2 Objectives: Inclusive classroom to ensure the learning environment is accessible	Allocated Amount £	Key Actions	Impact																												



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to all children that identify as PP and SEND			
To create an effective learning environment to improve the learning outcomes of PP and PP with SEND	£500 for resources	<ul style="list-style-type: none"> • Improve the opportunities for social engagement through the use of Kagan • Embed RRSA displays that are child-centred • Visual timetables are used daily • Growth Mindset displays to develop behaviour for learning 	<ul style="list-style-type: none"> • Kagan structures support learning in lessons monitored in learning walks. Children are more confident in sharing learning. • PP and PP with SEND will have improved participation in the school community and classroom community by working together on a shared goal. Pupil voice will be used to monitor this • Pupils will achieve a sense of security and ownership through understanding the structure of the school day and week • Improving academic outcome through the use of a positive mindset and positive attitude to learning so every learner can achieve their full potential
Strategy 3 Objectives: Empty the classroom days continue to develop outdoor learning opportunities	Allocated Amount £	Key Actions	Impact
Outdoor learning opportunities every half term for all learners	£500 for resources	<ul style="list-style-type: none"> • Empty the classroom days to promote life experiences for PP children 	<ul style="list-style-type: none"> • Improved engagement in lesson activities that involve outdoor learning. Pupils will have valuable life experiences
Strategy 4 Objectives: Extra-curricular school clubs in place using two school based sports coaches	Allocated Amount £	Key Actions	Impact
Internal coaches (two) deliver afterschool clubs with a high focus on sports to include a wider range of sports after school,	£21,656	<ul style="list-style-type: none"> • To increase the amount of physical activity opportunities for all children. Clubs will be 80% sport focused 	<ul style="list-style-type: none"> • Children have access to free physical activity to improve well-being. Minimum 70% of children in clubs to be PP children. • Taster sessions taken on in different sports as and when they are offered through local sporting club where possible in the light of



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including football, dodgeball, cricket, netball, hockey, basketball and tennis			current COVID restrictions. PP Lead to monitor GD pupils in PE and parents are signposted to competitive sporting clubs in the local area.
Strategy 5 Objectives: To improve the attendance for PP children through FSW working with families and attendance rewards and incentives	Allocated Amount £	Key Actions	Impact
Attendance / punctuality and behaviour of children in receipt of PP is monitored and in-line with other children in school and nationally	£24,599	<ul style="list-style-type: none"> Well-Being worker to support behaviour/Breakfast Club and lunchtime provision and parents 	<ul style="list-style-type: none"> Improved well-being Leuven scale scores. Reduction in the number of behavioural incidents for targeted pupil by 20%. Targeted children invited to breakfast club.
	£200	<ul style="list-style-type: none"> Uniform subsidy for PP families 	<ul style="list-style-type: none"> Improved confidence and parental engagement
	£200	<ul style="list-style-type: none"> Attendance rewards and incentives 	<ul style="list-style-type: none"> Improved attendance for targeted pupils; target is 96% for PP children with no medical needs that require hospitalisation.
Strategy 6 Objectives: Curriculum trip subsidy including end of year trip for year 6	Allocated Amount £	Key Actions	Impact
All pupils are able to access end of school trips with their peers, including Year 6 Residential	£4000	<ul style="list-style-type: none"> Curriculum trip subsidy including residential trips 	<ul style="list-style-type: none"> Part funded visits linked core curriculum to ensure all children including those who are disadvantaged to take part. Raising aspirations and skill development for pupils.
Strategy 7 Objectives: FSM tracker to identify FSM children	Allocated Amount £	Key Actions	Impact



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Identify children in receipt of FSM to all staff and track their progress and provision	£840	<ul style="list-style-type: none"> • FSM tracker to identify FSM • Analyse progress of children in receipt of PPG and Ever 6 pupils to determine and identify strategies / interventions to address any issues in performance 	<ul style="list-style-type: none"> • Improved funding available to support families and vulnerable groups • PP children to make good or better progress compared to non-PP children • Close the attainment gap using Educater to monitor this <ul style="list-style-type: none"> ○ SLT to monitor the use of Educater ○ PP lead to monitor PP progress and attainment using Educater ○ SLT to use book scrutiny to compare PP children to non-pp children. Ensuring quality is consistent between groups
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