



Pupil Premium

Analysis Report 2020-21

Number of FSM Pupils 2020-21	
Number eligible for Pupil Premium by the end of the year	61
Number of LAC pupils eligible for Pupil Premium	0
Number of service children eligible for Pupil Premium	0
Number of pupils for 2020-21	210
Actual eligible for Pupil Premium based on Jan 2019 census	61
Amount received per pupil	£1,345
Carry over from 2019/20	£15,250
Indicative Pupil Premium spend	£97,580

Pupil Premium - Key Notes

- *By the end of the academic year a further 15 children were identified to be eligible, however we could not claim for them. The children were however able to access the Free School Meal Vouchers.*
- *61 pupils are 29.0% of the school population (61/210)*
- *Of the 61 PP pupils 15 identify as SEND and PP –24.5% (15/61)*
- *Across the whole school, pupils that identify as SEND and PP is 7.1% (15/210)*
- *78% of PP children have attended a club this academic year. This figure is 24% of ALL pupils*
- *PP attendance up to lockdown for Covid-19 was 93.7%. This is higher than overall attendance for this year (93.5%) This includes children with significant medical/physical needs.*
- *PP Attendance by year group:*
 - *R 90.3% Y1 96.8% Y2 91.1% Y3 96.7% Y4 92.6% Y5 96.6% Y6 94.2%*



Impact of the Plan

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	Intended Impact	Evaluation
<p>To diminish the difference between FSM and non-FSM pupils Support staff to ensure good or better progress of PP children</p>	<p>£16708 (0.3FTE with on costs)</p>	<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 progress meetings • To use book scrutinies to monitor the level of challenge children are choosing • To undertake termly learning walks with a focus on: <ul style="list-style-type: none"> ○ Autumn - grouping of PP children 	<p>Learning walks will show:</p> <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 	<p>The impact of children being in mixed ability groups has been positive, with children making good progress. There was however still a gap in Year 5 and 6. Growth mindset is now embedded, however time away from class has impacted on this. Book scrutinies for PP children has shown that children have made good progress. Please see data above.</p> <p>Data showed that progress was made across all year groups, but Reception and Year 1 children have required additional support</p>



		<p>and the chillis they choose</p> <ul style="list-style-type: none"> ○ Spring - pupil engagement and attitude to learning and the chillis they choose ○ Summer - teacher talk vs pp pupil talk through the use of questioning 	<p>Data outcomes (%)</p> <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>9 chn</td> <td>70(70)</td> <td>70(64)</td> </tr> <tr> <td>Year 2 overall (cohort)</td> <td>6 chn</td> <td>50(73)</td> <td>50(70)</td> </tr> <tr> <td>Year 3 overall (cohort)</td> <td>13 chn</td> <td>69(80)</td> <td>61(73)</td> </tr> <tr> <td>Year 4 overall (cohort)</td> <td>8 chn</td> <td>50(80)</td> <td>45(70)</td> </tr> <tr> <td>Year 5 overall (cohort)</td> <td>12 chn</td> <td>58(70)</td> <td>58(70)</td> </tr> <tr> <td>Year 6 overall (cohort)</td> <td></td> <td></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	70(70)	70(64)	Year 2 overall (cohort)	6 chn	50(73)	50(70)	Year 3 overall (cohort)	13 chn	69(80)	61(73)	Year 4 overall (cohort)	8 chn	50(80)	45(70)	Year 5 overall (cohort)	12 chn	58(70)	58(70)	Year 6 overall (cohort)			42(73)	<p>to ensure that the gap did not get too wide.</p>
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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 	<ul style="list-style-type: none"> • We were not able to deliver SATS tuition as there were no SATS this year but we did deliver small group teacher led interventions, however the outcomes for disadvantaged children in Year 6 was lower than expected. 																												
	£16,800	<ul style="list-style-type: none"> • Targeted PP pupils to have regular reading, writing and 	<ul style="list-style-type: none"> • Regular monitoring of core subjects by subject lead as Educater is updated. PP lead to PP pupils using 	<ul style="list-style-type: none"> • We used Educater data to track outcomes for disadvantaged children.. 																												



		<p>maths intervention. Regular monitoring of intervention groups or 1-1 to ensure quality of delivery to inform next steps.</p>	<p>this data and individualised data for each pupil and cohort using Educater and work with staff to ensure good or better progress.</p> <ul style="list-style-type: none"> Targeted children make good or better progress in focused area of learning. 	<ul style="list-style-type: none"> KS1 intervention took place with 8 children and KS2 intervention took place with 16 children. 7 children made good or better progress, all children made at least expected progress
<p>Strategy 2 Objectives: Inclusive classroom to ensure the learning environment is accessible to all children that identify as PP and SEND</p>	<p>Allocated Amount £</p>	<p>Key Actions</p>	<p>Intended Impact</p>	<p>Evaluation</p>
<p>To create an effective learning environment to improve the learning outcomes of PP and PP with SEND</p>	<p>£500 for resources</p>	<ul style="list-style-type: none"> Improve the opportunities for social engagement through the use of Kagan 	<ul style="list-style-type: none"> Kagan structures support learning in lessons monitored in learning walks. Children are more confident in sharing learning. 	<ul style="list-style-type: none"> Much more consistent use of Kagan structures, mainly through use of questioning and peer support. Children are more confident in whole class discussions and we are now further developing that through our Oracy programme.
		<ul style="list-style-type: none"> Embed RRSA displays that are child-centred 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Achieved RRSA Gold. The children supported the RRSA displays and focus through our RRSA council.



		<ul style="list-style-type: none"> Visual timetables are used daily 	<ul style="list-style-type: none"> Pupils will achieve a sense of security and ownership through understanding the structure of the school day and week 	<ul style="list-style-type: none"> All classes have visual timetables which has made a fundamental improvement in how our children with learning and behavioural difficulties settle in school and maintain focus throughout the day. This has been particularly successful in KS1 and early years.
		<ul style="list-style-type: none"> Growth Mindset displays to develop behaviour for learning 	<ul style="list-style-type: none"> Improving academic outcome through the use of a positive mindset and positive attitude to learning so every learner can achieve their full potential 	<ul style="list-style-type: none"> We have continued to develop our growth mindset through our assemblies, well-being week launches and rewards system. It is now embedded in our language. Five disadvantaged children made outstanding progress in at least one subject.
Strategy 3 Objectives: Empty the classroom days continue to develop outdoor learning opportunities	Allocated Amount £	Key Actions	Intended Impact	Evaluation
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 	<ul style="list-style-type: none"> This was limited this year due to COVID, and the need to implement the Recovery Programme, however the Reception class took part in



				Outdoor learning activities in our designated space every day in the summer term.
Strategy 4 Objectives: Extra-curricular school clubs in place using two school based sports coaches	Allocated Amount £	Key Actions	Intended Impact	Evaluation
Internal coaches (two) deliver afterschool clubs with a high focus on sports to include a wider range of sports after school, including football, dodgeball, cricket, netball, hockey, basketball and tennis	£21,656 (0.5FTE with on costs)	<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 current COVID restrictions. 	<ul style="list-style-type: none"> We were able to deliver clubs this year but due to COVID restrictions take up was lower than previous years. Of the number attending clubs 58% of children were disadvantaged. There was a sports club on every day, we also delivered a drama club every day too through our catch up funding.
Strategy 5 Objectives: To improve the attendance for PP children through FSW working with families and attendance rewards and incentives	Allocated Amount £	Key Actions	Intended Impact	Evaluation



Attendance / punctuality and behaviour of children in receipt of PP is monitored and in-line with other children in school and nationally	£24,599 (1.0FTE with on costs)	<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. 	<ul style="list-style-type: none"> We completed Leuven's scale assessments when we reopened and once again in the summer term. There has been significant reduction in behavioural incidents overall with only children with behavioural difficulties needing additional support. Of the behavioural incidents recorded, only 16% involved disadvantaged children who were not being supported for SEMH
	£200	<ul style="list-style-type: none"> Uniform subsidy for PP families 	<ul style="list-style-type: none"> Improved confidence and parental engagement 	<ul style="list-style-type: none"> We provided all Reception and new arrivals with free uniform. This supported smooth transition. All children eligible for FSM were given £15 per week per child, food vouchers. This was a successful rollout and also increased the number of children eligible.
	£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. 	<ul style="list-style-type: none"> Attendance of disadvantaged children was slightly higher than the whole cohort at 92.6%
Strategy 6 Objectives: Curriculum trip subsidy including	Allocated Amount £	Key Actions	Intended Impact	Evaluation



end of year trip for year 6				
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. 	<ul style="list-style-type: none"> Due to COVID restrictions the children were unable to take part in off site visits, however the Year 6 children were able to attend a day water sports trip which the children hugely enjoyed, experiencing brand new activities. It has a positive impact on resilience, and the ability to team build.
Strategy 7 Objectives: FSM tracker to identify FSM children	Allocated Amount £	Key Actions	Intended Impact	Evaluation
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 	<ul style="list-style-type: none"> Improved funding available to support families and vulnerable groups 	<ul style="list-style-type: none"> 15 more children became eligible for FSM, which had a significant positive impact during lockdown and will continue to support them going forward.