



Pupil Premium (PP) Strategy Statement 2020/21

Pupil Premium Funding

Pupil Premium Funding

The pupil premium is additional funding for schools to raise the attainment of pupil premium pupils of all abilities and to close the gaps between them and their peers. The funding is based on whether a child is eligible for free school meals.

The Department of Education will allocate the following amounts for 2020/21:

- £1,320 per pupil who have been recorded as being entitled to free school meals at any time from reception to Year 6. (Ever 6 FSM)
- £2,300 per pupil for Looked after children (LAC) defined in Children Act 1989 as one who is in the care of, or provided with accommodation by, a local authority
- £2,300 per pupil for children who have ceased to be looked after by a local authority because of adoption, a special guardianship order, a child arrangements order or a residence order

Service Premium

There is also additional funding for supporting children and young people with parents in the regular armed forces. This is an allocation to offer mainly pastoral support during challenging times and to help mitigate the negative impact on service children of family mobility or parental deployment.

Pupils attract the premium if they meet the following criteria:

- one of their parents is serving in the regular armed forces
- they have been registered as a 'service child' in the school census at any point since 2011
- one of their parents died while serving in the armed forces and the pupil receives a pension under the Armed Forces Compensation Scheme (AFCS) or the War Pensions Scheme (WPS)

Schools will receive £300 for each eligible pupil.

The PP strategy will have a separate section for pupils eligible for Service Premium

Catch up funding

Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the curriculum expectations for the next academic year (DfE Nov 2020)

- £80 per pupil from Year R to Year 6.

Pupil Premium Strategy Group	
Team member	Role
Lisa Willis	Pupil Premium lead
Ali Lockwood	HOS
Sarah Kitcher	SEN Pupil Premium advisor
Jill Roseblade	EHT
Review Dates for academic year:	Data drops x 3 - November 2020, February 2021, June 2021

Pupil Premium Vision and Strategic Principles	
<p>Whole-school ethos of attainment for all</p> <p>There is a culture of high expectations for all. There is a belief that all pupil premium pupils are capable of overcoming their personal barriers to succeed. Pupil premium pupils and their families are held in high regard. Leaders, teachers and other adults understand their role within the school's strategy which is shared with all.</p> <p>Clear, responsive leadership</p> <p>A Strategy Group, which includes senior leadership and a governor, review the effectiveness of strategies at the end of each assessment phase. Self-evaluation is rigorous and honest. The effectiveness of the strategy is reviewed termly and is based on internal analysis, research and best practice. Leaders apply robust quality assurance processes and clear success criteria.</p> <p>High quality teaching for all</p> <p>The school places a strong emphasis on ensuring all pupil premium pupils receive high quality teaching; responsive on- going formative assessment is essential to ensure pupil premium pupils make strong progress. Teachers are committed to successfully engage with the pupil premium pupils who are less successful learners. Professional development is focused on securing strong subject knowledge, questioning, feedback, 'talk for learning', metacognition and self-regulation. Interventions are additional to the entitlement to high quality teaching; class teachers retain accountability for pupil achievement.</p> <p>Meeting individual learning needs</p> <p>There is a strong understanding of the barriers to learning and how these barriers present in school. Personalised profiles are used to ensure barriers are overcome so that pupil premium pupils can benefit from enrichment, emotional well -being support and interventions that enable them to succeed in their learning across a wide range of subjects. Learning gaps and misconceptions are identified and addressed so that pupils can secure learning domains that will enable them to catch up to meet age related expectations or increasingly work at greater depth. Transition processes for pupil premium pupils are carefully planned and implemented</p> <p>Data-driven</p> <p>The progress of pupil premium pupils is discussed at all pupil progress meetings and at key assessment milestones. Actions are identified, implemented and regularly reviewed within each assessment phase. PP leader used Venn diagrams to identify children who are not on track and codes SEN to identify and set high expectations. Accelerated progress must lead to higher attainment within an academic year and key stages.</p>	

Addressing behaviour and attendance

A strong emphasis is placed on developing positive behaviours for learning.

The school responds rapidly to ensure behaviour management strategies are effective for pupils that need support.

Attendance is monitored. Strategies, where applicable, are implemented to improve absence or lateness to maximise opportunities for learning in school.

Persistent absence is rigorously challenged and proactive strategies to positively engage families are pursued.

Deploying staff effectively

Both teachers and support staff are deployed flexibly in response to the changing learning needs of pupil premium pupils.

Resources are targeted at pupils at risk of underachievement in terms of low and high attainment.

Current Profile								
Year	2020-2021	Number of Pupils eligible for PP	60 Infant School 107 Junior School 167 Total	Breakdown of PP Pupils				
NoR	Infant School 197 Junior School 181	Total PP budget Per Pupil - £1345 Service Children - £300 LAC - £2300	Infant School: £78,240 PP £75240 SF £3000 LAC Catch Up Funding	Year Group	Sept	Nov	Feb	June
Date of Statement	July 2020	Review Date(s) November 2020	Junior School: £94,380 PP £91080	R	9/53			
			SF £3300 LAC Catch Up Funding	1	26/55			
				2	25/50			
				Inf	38%			
				3	35/60			
				4	31/57			
				5	16/40			
				6	23/47			
				Jun	51%			
National PP - 23%								
Infants R-Y2 (November) -								
Juniors (November) -								

Key Challenges for Pupil Premium Pupils (Linked to school rationale, internal and external barriers for learning)

External barriers that may affect some Pupil Premium pupils

Levels of parental engagement to support some pupils with learning at home.

Technology equipment or expertise to support home learning

Levels of absence for PP pupils.

Lack of access to wide ranging cultural opportunities and experiences.

Barriers for learning that make some Pupil Premium less successful in their learning

Poor oral language skills - both expressive and receptive, that hinders pupils' ability to communicate thinking, reason and explain (impacting on reading, writing and the use of mathematical language and the understanding of mathematical concepts).

Poor speech development and/or phonological awareness resulting in pupils who are unable to tune in to sounds and/or articulate sounds; impacting on communication and phonics.

Higher than National % of pupils with SEND needs (see above).

Additional support required for pupils to develop positive learning behaviours including pupils with attachment needs and other environmental factors.

Summary allocation of funding (April 2020 - April 2021)	Rationale	Expenditure
<p>Teaching and Learning (Investment in quality first teaching approaches)</p> <ul style="list-style-type: none"> Investing in approaches to writing that engage and immerse pupils in the language to develop good writing outcomes e.g. Hooks in to Books approach, quality texts including heritage texts and traditional tales, experiences to bring books alive, drama opportunities (cultural capital) 	<ul style="list-style-type: none"> To develop the cultural capital of pupils to give experiences and real understanding so pupils can draw on these in the future To enable the pupils to immerse themselves in the book, to "become the book" and develop pathways of understanding and knowledge to draw upon Physically acting out parts of the stories to become memorable and to use these experiences in future learning To extend the language and vocabulary and opportunities to use these in their own writing To empathise with situations, characters and explore motivations through drama techniques e.g. hot seating To give meaningful opportunities to write, mark make and write at length 	<p>Purchase of quality texts. CPD around the Hooks in to Books approach. Resources to support the delivery of this approach. Trips and visitors.</p>
<ul style="list-style-type: none"> Nuffield Early Language Intervention (CPD is at no cost, release time for adults) 	<ul style="list-style-type: none"> To improve oral language skills EEF project which has shown to deliver good outcomes 	<p>Release time for training and implementation</p>

<p>to train to deliver the programme and its implementation) targeted support for oral language</p>		
<ul style="list-style-type: none"> • Staff release time and CPD to review the curriculum to support the needs of pupils transitioning from Yr to Y1 and Y2 to Y3 • Resources to support the considered approach 	<ul style="list-style-type: none"> • To look at the smoothing out of practice in Year R and Year 1 to settle pupils quickly and make progress in September • To reshape practice to aid transition and accelerate catch up learning for Year 1 and Year 3 	<p>Playground markings to support phonic and number and place value development Release time and CPD resourcing Additional adults for targeted support</p>
<ul style="list-style-type: none"> • CPD around developing skills for writing with a focus on redrafting, editing and spelling 	<ul style="list-style-type: none"> • For pupils and teachers to understand the craft of writing and demonstrate it in their work • To improve standards in writing to meet at least national standards 	<p>HIAS CPD (Editing and redrafting) Release time to work with teams to implement and develop standards in writing</p>
<ul style="list-style-type: none"> • Investment in quality book banded books that develop reading fluency • CPD and release time to support implementation of new reading curriculum • Decodable books to support early readers and match to phonic levels • Purchase of phonic tracker to enable teachers to pinpoint gaps and next steps 	<ul style="list-style-type: none"> • To develop greater fluency • To improve greater motivation to read • Clearer progression enabling teachers to ensure pupils have appropriate challenge in their reading • To support pupils to read more widely • To support teachers to target phonic gaps in quality first teaching and interventions 	<p>Purchase of books for Infant and Junior schools CPD and release time Purchase of Phonic Tracker and release time to skill up staff</p>
<ul style="list-style-type: none"> • Implementation of the new reading curriculum and its resourcing to improve standards in reading 	<ul style="list-style-type: none"> • To improve standards in reading to beyond national • Ensure SEND and PP pupils make accelerated progress from their starting points 	<p>Release time for SEND team/PP and Reading Leads</p>

<ul style="list-style-type: none"> • Appointment of librarian and investment in quality texts for the library 	<ul style="list-style-type: none"> • To increase the access of PP pupils to quality texts • To plug the gaps with advice, recommended reads and suggestions by the librarian to reduce the gap in cultural capital 	<p>Purchase of books Librarian</p>
<ul style="list-style-type: none"> • Technology and resources to support home learning 	<ul style="list-style-type: none"> • To ensure PP pupils have access to resources to support home learning in the event of lockdown or periods of absence from school 	<p>Laptops/tablets</p>
<ul style="list-style-type: none"> • After school interventions (target PP children) 	<ul style="list-style-type: none"> • In order to provide targeted learning support 	<p>LSAs employed to deliver after school interventions focus PP children</p>
<p>Mental Health and wellbeing</p> <ul style="list-style-type: none"> • Forest Schools lead practitioners working with YN, YR and Y3 pupils • Thrive CPD and role established across the schools • Young Carers lead working across the schools • Pastoral support workers mentoring and supporting pupils with check-ins • Attendance officer supporting PP families at risk of poor attendance • Service Families group support established • Setting up MHST (Mental Health Support Teams) provision 	<ul style="list-style-type: none"> • Forest schools' sessions for Year N and Year R to develop learning behaviours with a focus on social and emotional development and cultural capital • Forest schools' targeted sessions for Year 3 in place to support and positive learning behaviours which can translate back in to the classroom environment • Thrive programme supports and assesses gaps in pupils learning behaviours, their social and emotional development for interventions to be put in place • Opportunities for Young Carers to receive support responsive to their needs • To improve attendance particularly for vulnerable pupils • To support service family pupils, providing opportunities to check in with pupils and liaise with teachers and families to provide support. Feedback from families have stated that this is a service they feel their children would benefit from 	<p>Forest school and Thrive sessions for targeted pupils to support positive behaviours and wellbeing Young carers support groups. Pastoral team provide support for our PP children. Attendance officer Service families group led by Pastoral lead</p>
<p>Enrichment</p> <ul style="list-style-type: none"> • Planned programme of trips and experiences through the new school curriculum • Clubs (Active360 and school led) 	<ul style="list-style-type: none"> • All children have the right to a broad and balanced curriculum. The trips and clubs planned give PP children access to opportunities that may not be afforded to them without our intervention (develop cultural capital) • HIAS music service gives PP children equal access to an enriched curriculum 	<p>Funds to allow PP children to engage in a broad curriculum</p>

<ul style="list-style-type: none"> • HIAS music service • Learning, creative and sports clubs (target PP children) 		
Total Expenditure		

See school improvement plan for other priorities impacting pupil premium pupils.