



## Pupil Premium Strategy Statement Autumn 2020

### Ofsted Pupil Premium Reporting – Advice from DfE September 2020

We understand that evaluating the pupil premium’s impact in the 19/20 academic year will present difficulties after the school closures to all but a small number of pupils. Instead, schools may wish to monitor and report on the grant’s impact at the end of the current financial year - covering the whole period since September 2019 but giving most detail about its use and impact from September 2020 to March 2021. Most schools find it useful to update their forward plan for pupil premium by Christmas to reflect their assessment of the needs of their pupils, both new and existing.

Summary information 2019 - 2020					
<b>Academic Year</b>	2019/20	<b>Total Pupil Premium Budget</b>	<b>£94,000</b>		
<b>Total number of pupils</b>	463	<b>Total number of Pupils eligible for Pupil Premium</b>	<b>107</b>	<b>23.1%</b>	<b>% of PP</b>
		<b>Number of FSM6 Pupils</b>	<b>65</b>	<b>14.1%</b>	<b>60.7%</b>
		<b>Number of Service Pupils</b>	<b>42</b>	<b>9.1%</b>	<b>39.3%</b>
		<b>Number of FSM6 and SEN Pupils</b>	<b>12</b>	<b>2.6%</b>	<b>11.2%</b>
		<b>Children In Care</b>	<b>1</b>	<b>0.2%</b>	<b>0.009</b>

Summary information 2020-2021 (at December 2020)					
<b>Academic Year</b>	2020/21	<b>Total Pupil Premium Budget</b>	<b>£132,510</b>		
<b>Total number of pupils</b>	532	<b>Total number of Pupils eligible for Pupil Premium</b>	<b>152</b>	<b>28.6%</b>	<b>% of PP</b>
		<b>Number of FSM6 Pupils</b>	<b>104</b>	<b>19.5%</b>	<b>68.4%</b>
		<b>Number of Service Pupils</b>	<b>53</b>	<b>9.9%</b>	<b>34.8%</b>
		<b>Number of FSM6 and SEN Pupils</b>	<b>26</b>	<b>4.5%</b>	<b>17.1%</b>
		<b>Children In Care</b>	<b>0</b>	<b>0.0%</b>	

427 pupils		Missing Assessment No. (%)	On Track or Higher		Progress
Reading	No. (%)		Sum2 18-19	Spr2 19-20	
Disadvantaged	84 (19.7%)	26 (31.0%)	53.4%	46.6%	3.4
Not Disadvantaged	343 (80.3%)	43 (12.5%)	73.0%	71.7%	3.9
Difference (change in difference):					
Pupil Premium	129 (30.2%)	39 (30.2%)	54.4%	50.0%	3.7
Not Pupil Premium	298 (69.8%)	30 (10.1%)	75.0%	73.5%	3.8
Difference (change in difference):					
			19.6	25.1 (5.5)	
			20.6	23.5 (2.9)	

427 pupils		Missing Assessment No. (%)	On Track or Higher		Progress
Writing	No. (%)		Sum2 18-19	Spr2 19-20	
Disadvantaged	84 (19.7%)	25 (29.8%)	47.5%	47.5%	3.4
Not Disadvantaged	343 (80.3%)	43 (12.5%)	63.7%	59.7%	3.7
Difference (change in difference):					
Pupil Premium	129 (30.2%)	38 (29.5%)	45.1%	46.2%	3.6
Not Pupil Premium	298 (69.8%)	30 (10.1%)	66.4%	61.6%	3.7
Difference (change in difference):					
			16.2	12.2 (-4.0)	
			21.3	15.4 (-5.9)	

427 pupils		Missing Assessment No. (%)	On Track or Higher		Progress
Mathematics	No. (%)		Sum2 18-19	Spr2 19-20	
Disadvantaged	84 (19.7%)	26 (31.0%)	56.9%	43.1%	3.2
Not Disadvantaged	343 (80.3%)	43 (12.5%)	72.0%	65.0%	3.9
Difference (change in difference):					
Pupil Premium	129 (30.2%)	39 (30.2%)	62.2%	48.9%	3.5
Not Pupil Premium	298 (69.8%)	30 (10.1%)	72.0%	65.7%	3.8
Difference (change in difference):					
			9.8	16.8 (7.0)	

Difference Key: Widening Narrowing Unchanged

This report shows whether or not the differences between Pupil Premium children and those that are not Pupil Premium were widening or diminishing from September 2019 – February 2020 which was our last assessment point before schools closed due to covid in March.

The progress we expect by the end of the Spring Term is 4 points but this has been affected by the school closing on 20<sup>th</sup> March so the children missed 4 weeks of the Spring term.

Expenditure Review 2019-2020				
	Activity	Projected Spend 2019-20	Actual 2019-20	Impact
<b>A</b>	Funding for PP children missing out on opportunities such as school trips, extracurricular events/ clubs and music tuition due to lack of funding	£18,900	£7,100	PP pupils received the same opportunities as those not in receipt of PP, allowing for high aspirations.  No educational visits, minimal clubs and music lessons in the summer term.
<b>B</b>	Uniform			Uniform was to all FSM/EVER6/Post LAC children at the end of the summer term.
<b>C</b>	<p>Inclusion and Pastoral Team Support for children with behavioural, emotional and social issues including: <i>Family stresses relating to financial difficulties at home.</i> <i>Chaotic home lives.</i> <i>Bereavement</i> <i>Inability if parents to support children due to health.</i> <i>Poor attendance leading to falling behind.</i></p> <p>Support for Service Children Admin support and Transition Mentor Impact of long absences of a parent due to postings and related anxiety. Difficulties making friends due to regular school movement. Emotional impact of moving schools due to postings.</p>	£32,000	£32,000	<p>Children were enabled to feel valued. Records of Pupil Progress meetings recorded impact of any interventions. Analysis of impact by Senior Leaders and feedback on an individual basis.</p> <p>We also accessed support from a Family Intervention Worker who worked with a number of families on a regular basis to improve attendance and support with behavioural issues. She also led workshops on anxiety. The number of PP children in the school also increased significantly during this time.</p> <p>Service Forums were held and Transition Mentor was able to meet with Service children on a weekly/fortnightly basis</p>
<b>D</b>	SENCo Funding to enable greater support for children who are both PP and have SEND.	£26,400	£26,400	<p>Support was more targeted and further training provided for all staff to support pupils more effectively. Internal tracking data shows that gaps narrowed in reading and writing between all pupils and those who are both PP and SEND. Initial data from Project X (reading intervention) showed that children were making accelerated progress. This was interrupted by the school closure. The impact of sensory circuits each day was evident in the increased readiness of children to learn and the way that they settled more quickly in class compared to when they did not take part.</p>
<b>E</b>	Interventions run by HLTAs to support PP children			
<b>F</b>	Additional teaching sessions from teachers (1:1)			
<b>G</b>	Interventions led by TAs (eg sensory circuits)			

<b>H</b>	Phase Leader monitoring and LA Support package and release time for time (monitoring/CPD/support).	£6,000	£6,000	Phase Leaders had release to monitor provision and progress of PP pupils, reporting to Governors as required. Enhanced support package purchased from LA led to greater monitoring and training for staff which focussed on pupil outcomes.
There was an amount of £16,800 unallocated and we received £5,000 more income than projected.				

### Desired Outcomes and Objectives of spending Pupil Premium Spending 2020-2021

- To raise attainment and accelerated the progress of pupils eligible for pupil premium funding.
- To maintain a favourable comparison of attainment between pupils receiving pupil premium and their peers.
- To improve the attendance of eligible pupils.
- To support eligible pupils with emotional and life changes issues that happen in their home lives which can affect their learning at school.
- To support eligible pupils during the Coronavirus outbreak and the lack of schooling available.
- To identify and support eligible pupils with specific barriers to their learning, broaden opportunities and raise aspirations.

#### Barriers

- High mobility of pupils across the school years due to new developments within the village.
- Increased staff mobility due to the increasing number of classes, both teachers and support staff.
- Increased emotional needs of children.
- There is a higher level of complex need, both with learning and behaviour.
- Pupil absence which was enforced through covid-19 school closure.

	<i>Desired outcomes</i>	<i>Success criteria</i>
<b>A.</b>	Continue to close the attainment and progress gap between all pupils and disadvantaged pupils across the school.	<ul style="list-style-type: none"> <li>• The majority of pupils eligible for PP make expected progress to prevent the gap between them and their peers widening.</li> <li>• Teachers have identified children who need to make accelerated progress and the majority of these children achieve this.</li> <li>• Interventions are implemented and evaluated for impact on progress and attainment so that PP pupils make expected or accelerated progress from their relative starting points.</li> <li>• Teachers use prior attainment and current progress data as well as knowledge of individual children to adjust provision so that most PP children make at least expected progress.</li> <li>• The school purchases the full support package from the Local Authority. This means that Maths and English Advisers visit regularly to monitor and support staff in delivering Quality First Teaching. There is also an associated cost with releasing staff as part of this.</li> </ul>
<b>B.</b>	Attendance rates for pupils eligible for PP continue to increase.	Reduce the number of persistent absentees among pupils eligible for PP.
<b>C.</b>	To support children who have emotional or behavioural needs so that they can access the curriculum and be ready to learn.	Children make good progress and there are less instances of disruptive behaviour recorded. There is support in for those children who are impacted by parents being posted overseas. Staff receive appropriate professional development for them to support children. Additional time is funded for the SENCo to support children.
<b>D.</b>	To enable more children to access extra-curricular activities and to boost self-esteem.	More children are able to succeed and participate, enabling them to have the same opportunities as their peers.

Pupil Premium Numbers				
	March 2020	Autumn 2020	Spring 2020	Summer 2020
<b>Total on Roll</b>	<b>494</b>	<b>532</b>		
<b>Pupil Premium</b>	<b>135</b> <b>(includes 49</b> <b>Service)</b>	<b>152</b>		
<b>Service</b>	<b>49</b>	<b>53</b>		
<b>Reception</b>	<b>20</b>	<b>15</b>		
<b>Year 1</b>	<b>23</b>	<b>27</b>		
<b>Year 2</b>	<b>16</b>	<b>27</b>		
<b>Year 3</b>	<b>26</b>	<b>23</b>		
<b>Year 4</b>	<b>13</b>	<b>26</b>		
<b>Year 5</b>	<b>20</b>	<b>14</b>		
<b>Year 6</b>	<b>17</b>	<b>20</b>		

Areas of Projected Spend (may be subject to change)	
Area	Projected 2020-21
Educational Visits	£24,900
Music Tuition	Number of FSM6 children is continuing to increase over the year, so more to fund.
Clubs	
Inclusion Worker	
Pastoral Support	Includes additional time for pastoral support.
Interventions	£46,800
SENCo time	<i>Includes additional SENCo and admin support time. High proportion of new pupils eligible for PP also SEN. To ensure that provision for children who are both PP and SEN means that they are supported appropriately and can make accelerated progress. This includes working with staff and supporting them.</i>
LA Support package and release time for time (monitoring/CPD/support)	£6,000 <i>This includes monitoring and training form English, Maths and Early Years Advisers.</i>
Additional Leadership release	£26,400 <i>Two days (fully costed) extra leadership time. This will enable AHT to have increased time to monitor the achievement and progress of PP pupils across EYFS/KS1 or KS2 through data analyses, collaborative planning sessions, pupil voice, monitoring of work, learning walks and lesson observations.</i>
Unallocated	£11,300 <i>To set up Nurture Provision to support the increasing number of children with SEMH needs. Supporting children academically to improve their outcomes</i>
<b>Total</b>	<b>£150,100</b> <i>(includes £16,800 from 2019-20)</i>

## Priority Areas in 2020 / 2021

### *The Education Endowment Foundation Guide To The Pupil Premium : A tiered approach to Pupil Premium spending*

#### **Teaching**

*Spending on improving teaching might include professional development, training and support for early career teachers and recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending.*

#### **Targeted Academic Support**

*Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.*

#### **Wider Strategies**

*Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. While many barriers may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category.*

### **Quality of teaching for all, including targeted support**

	Desired outcome	Action	Rationale for this choice	Intended Impact	Monitoring and Accountability Arrangements	Timescale for Review and Impact
<b>1</b>	Continue to close the attainment and progress gap between all pupils and disadvantaged pupils across the school.	Quality First Teaching (QFT) and targeted support. LA Advisers will support staff to further improve the quality of teaching and to assist with monitoring.	Research has shown that this has the most impact on improving the outcomes for children.	Most pupils eligible for PP make at least expected progress by the end of the year.	Leadership Team to monitor as part of the agreed Monitoring Schedule.  Governor visits 19.11.20 to work with SIA.	January 2021
<b>2</b>		Interventions are implemented and evaluated for impact on progress and attainment. These are planned to run for 6 weeks	Research based interventions are implemented, eg: Project X Sensory Circuits Y3 Maths Project	PP pupils make expected or accelerated progress from their relative starting points.	Visits as part of LA Intervention Plan also focus on progress of PP pupils  Regular reports to Learning and Inclusion Committee.	initial progress data January 2021 used as part of termly PPM
<b>3</b>		Teachers use prior attainment and current progress data as well as knowledge of individual children to adjust provision.	Effective use of data through Target Tracker. Assessment data and analysis of tests shows progress has been made.  2019-2020 (Spring Term data) shows that 71% of HA who achieved GDS in RWM at end of KS1 were still above ARE. 2019-2020 (Spring Term data) shows that 72% of MA who achieved EXS in RWM at end of KS1 were still at ARE.	Progress and end of year outcomes are improved.	Pupil Progress Meetings held each term to review impact of QFT and additional support that has been in place.	Reviewed each term using triangulation of evidence



4	Attendance rates for pupils eligible for PP continue to increase.	Inclusion Worker to offer support and to complete Early Help Assessments (EHA) with the families. Involvement of SENCo in supporting parents and referring to other services as required.	We want to provide extra support to improve attendance for identified families who have children eligible for the Pupil Premium Grant. EHA and interventions have been shown to be effective in supporting parents with regular attendance.	Continued engagement with parents and pupils to ensure that EHAs remain a true reflection of concerns and challenges. Attendance rates continue to increase.	Headteacher and Inclusion Worker will monitor attendance each half term and contact parents if required.  Governors to be kept undated on attendance data.	Every half term
5	To support children who have emotional or behavioural needs so that they can access the curriculum and be ready to learn.  This includes induction for any new children who join the school.	Inclusion/Pastoral workers to work individually with targeted pupils to provide early help and tailored interventions, including any who are Post CiC. Space and time to talk with a trusted adult. This includes a Transition Mentor as well as providing for additional Admin support.	Children need to be emotionally ready to learn and to feel supported/valued by staff.  School to explore implementing STEPS from September 2021. Training to be paid for by LA March 2021.  Outdoor provision and alternative curriculum activities to be available for those children who may need them.  <i>Previous surveys from Service Families indicated that they preferred to have emotional support for their children in school to help when adults were posted overseas.</i>	Identified children spend more time in class with their peers and are in a settled state ready to learn and make progress.  Increased communication between school and families will provide for stronger relationships between them. Families are able to communicate with the school during holidays as admin support is provided.  Children make good progress and there are less instances of disruptive behaviour.  There is support in for those children who are impacted by parents being posted overseas.	This provision will be monitored by Headteacher, SENCo Transition Mentor/ inclusion Team.  Governor visits and reports.	Every half term
6	To enable more children to access extra-curricular activities and to boost self-esteem.	Funds from PPG to provide additional support for those families in need.	Children able to participate with their peers in activities.	PP pupils receive the same opportunities as those not in receipt of PP, allowing for high aspirations.	Headteacher Reports to Governors	January 2021
7	To enable FSM6 children to access free school meals.	Business Manager to support FSM parents through school lockdown. The SBM will be organizing monthly Free School Meals vouchers during the school shutdown and FSM parcels when children are isolating.			Headteacher Reports to Governors	Every half term

8	To ensure that all staff are trained to support the different needs of children.	<p>Staff training, including training for all Teaching Assistants to deliver interventions and/or high quality classroom group work.</p> <p>We need to ensure we narrow the attainment gap between PP and other pupils. Staff training to improve their teaching skills is therefore essential. All training is to be assessed for impact and reported to Governors. Training also need to support children with SEMH needs.</p>	Training is effective and targeted to ensure that it is appropriate to meet the needs of our children.	<p>Leadership Team to review regularly in SLT meetings.</p> <p>Reports to Governors</p>	Every half term
<p>We also do many other things for pupils which do not cost money. For example clear transition into the school or into secondary school, regular meetings and parent meetings with the Local Authority Attendance officer. Governors to review this document each term.</p>					