



# Pupil Premium Strategy: 2020/21

Number of pupils and pupil premium grant (PPG) to be received 2020/21	
Total number of pupils on roll Reception to Y6	84
Total number of pupils eligible for PPG Reception to Y6	42
Amount of PPG received per pupil	LAC £1600 Ever6 £1320 Forces £300 EYFS £300
<b>Total amount of PPG to be received across the year</b> Finance officer estimated £53,800 during budget setting and this figure will be used in the plan.	3x LAC ??x PPG (Ev6 and FSM) ?x EYPP <b>£53,800 PP + £3400</b> <b>LAC + EYPP £1500</b> <b>approx Total £58,700</b>

Previous performance of disadvantaged pupils by the end of Key Stage 1 (pupils eligible for free school meals or in local authority care for at least six months)		
Due to Lockdown, this is the most recent data we have.		
	2018 (4 children)	2019 (6 children)
% of pupils making at least expected progress in reading	75%	66.7%
% of pupils making better than expected progress in reading	0	16.7%
% of pupils making at least expected progress in writing	100%	66.7%
% of pupils making better than expected progress in writing	25%	16.7%
% of pupils making at least expected progress in maths	100%	83.3%
% of pupils making better than expected progress in maths	0	33.3%



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## Performance of disadvantaged pupils by the end of Key Stage 2 compared to others nationally **Due to lockdown, this is the most recent data we have**

(pupils eligible for free school meals or in local authority care for at least six months)

	2018 (4 children)	2019 (3 children)
% of pupils making at least expected progress in reading	50%	66.7%
% of pupils making better than expected progress in reading	50%	66.7%
% of pupils making at least expected progress in writing	25%	100%
% of pupils making better than expected progress in writing	25%	100%
% of pupils making at least expected progress in maths	0	100%
% of pupils making better than expected progress in maths	0	66.7%

Performance Area	Disadvantaged	Others Nationally
Good Level of Development	50% (3/6)	73%
Year 1 Phonics Screening	67% (2/3)	82%

## Barriers to Future Attainment (for pupils eligible for pupil premium)

### In – school barriers

- Children enter school with a low level of communication and language
- Motor skills issues leading to poor handwriting
- Pockets of poor social skills leading to friendship issues, which can disrupt learning in class and those children can have difficulty working collaboratively
- Pockets of children who have low levels of independence, resilience and emotional literacy

### External Barriers

- Pockets of attendance issues
- Some family disruptions causing unstable home environments, children’s focus often on problems outside the classroom
- Perception of inequality caused by differences in social circumstances



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- Challenging attitudes to learning caused by role models outside of school
- Under developed understanding of boundaries and expectations
- Activities at home such as TV and device use leading to low levels of concentration
- Period of absence for many children due to COVID pandemic. Disadvantaged children were less likely to complete home learning tasks.
- Continued absences caused by isolation and continuing COVID pandemic.



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Desired Outcome	Action and Rationale	Cost	Success Criteria	Evaluation of Impact
<b>Quality teaching for all</b>				
To ensure all children, including those who are disadvantaged, have access to appropriate support within lessons and intervention outside of lessons.	<p>Maintain 1.6 HLTA that school would not normally be able to afford so that children have access to appropriate support and timely intervention.</p> <p>Partially fund an entry level TA to support learning of the most disadvantaged children in Early Years department (supplementing EYPP).</p>	<p>£33,200</p> <p>£16,700 Includes £1,500 EYPP</p>	<ul style="list-style-type: none"> <li>Monitoring shows that teaching assistants are effectively deployed to support progress of disadvantaged children.</li> <li>Data analysis shows that significant proportions of children in each class make at least expected progress – very small cohorts are considered when evaluating this.</li> </ul>	During 2020/21, all classes were organised into bubbles and support staff allocated to every bubble. This meant that children had consistency of support throughout the whole of the school week and so teachers were able to plan effectively to promote progress and positive outcomes. Children were able to work in smaller groups to support this. 2020/21 end of year data shows that very high proportions of children made progress, despite the disruption caused by the pandemic.
<b>Targeted Support</b>				
To ensure that disadvantaged children who have a special educational need have access to practical, specialist equipment so that they can access learning at a higher level than otherwise.	<p>SENCO to investigate a variety of equipment to support disadvantaged children with SEN. For example:</p> <ul style="list-style-type: none"> <li>-Motor skills development resources</li> <li>-Clicker</li> <li>-SEN reading hard and software</li> </ul>	£1,000	<ul style="list-style-type: none"> <li>Appropriate equipment purchased.</li> <li>Lesson observations show that equipment is used effectively to support learning.</li> <li>Data analysis shows that children attracting pupil premium are making good progress in maths concepts.</li> </ul>	This allocation was mainly spent in procuring assessments from external sources so that teachers had a clear understanding of children's needs and ways in which they could be supported. As a result, SEN children made progress in their learning, as demonstrated by school analysis of data.
To ensure that disadvantaged children do not suffer further loss of	During lockdown, teachers set work tasks using the internet. In some	£4,800	<ul style="list-style-type: none"> <li>Equipment purchased.</li> <li>Google system set up so that school maintains remote</li> </ul>	30 children were supported with equipment through the national lockdown and class isolation periods.



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<p>education during isolation / lockdown.</p>	<p>households, there was no access to the internet or insufficient access to devices so that children could access learning videos and activities. It has since been shown that learning is more effective if children have some face to face time (over the internet) with their teachers so that tasks can be explained. This money will support the purchase of some devices for home learning, 4G hubs, development of school capabilities such as using ITSS to set up TEAMS for classes, train staff and train parents.</p>		<p>control over devices.</p> <ul style="list-style-type: none"> <li>• TEAMS system developed.</li> <li>• Staff, children and parents trained on TEAMS</li> <li>• Remote learning policy drawn up</li> <li>• Acceptable use agreement drawn up ready to share with parents loaning equipment.</li> <li>• Register of attendance at remote sessions kept and follow up action taken for non-attenders.</li> </ul>	<p>This meant that they could access online teaching and follow up activities. School data demonstrates that children did not fall back in their learning during the national lockdown.</p>
<p><b>Other Approaches</b></p>				
<p>To remove stigma through financial inequality by eradicating the differences in school between the 'haves' and 'have nots'.</p>	<p>Children's perceptions of themselves as 'poor' or disadvantaged can be a limiting factor in their own aspirations and perceptions of where they are headed in life. By eradicating perceivable differences in school, children will not self-limit. (e.g. providing PE kit)</p>	<p>£1000</p>	<ul style="list-style-type: none"> <li>• Equipment has been purchased as required, so that there is no clear, visible difference between children who 'have' and those who do not.</li> </ul>	<p>All children use school PE kits so that there are no perceivable differences in school leading to assumptions about wealth. Some families were supported through the purchasing of uniform. All children had access to appropriate stationary items through both national lockdown periods and class isolations.</p>
<p>To ensure that finance is not</p>	<p>School uniform, trips and</p>	<p>£2,000</p>	<ul style="list-style-type: none"> <li>• Letters include a sentence</li> </ul>	<p>This money subsidised a residential</p>



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<p>a barrier to families participating fully in school life and enjoying all of the benefits of school trips, including residential visits.</p>	<p>events such as school fairs can be expensive for families which can result in either children missing out or school placing undue stress on families. Therefore, money is put aside to supplement, where necessary. Families are encouraged to come to school and talk about issues that may affect children taking a full part in school life. This money will also subsidise trips generally to keep the cost down for all families because there are many families who are working but are not well off.</p>		<p>that ensures families know to come into school to discuss potential financial barriers</p> <ul style="list-style-type: none"> <li>• All disadvantaged children have the opportunity to take a full part in school life.</li> <li>• School trips generally are subsidised by school.</li> </ul>	<p>trip to Robinwood activity centre, ensuring that the trip was affordable for all families.</p>
Total		£58,700		

## Progress and Attainment Across the School

This year's progress and data attainment will be very difficult to analyse as the biggest factor relating to this will be COVID.