

Pupil Premium Strategy Document 2020/2021

Background:

Pupil Premium is a Government initiative designed to target resources on those pupils deemed to be from a disadvantaged background. Specifically, the Pupil Premium money is provided for those pupils who have been on Free School Meals (FSM) at any point over the past 6 years (Ever 6) or those children who have been looked after continuously for at least 6 months (CLA). For the year 2020 – 2021, Pupil Premium has a value of £1345 per eligible pupil, £2345 for children who are looked after, and a smaller provision of £310 for those pupils who have a parent in the armed services. Neither the Government nor any Government agencies have dictated how the Pupil Premium money should be spent; schools have the freedom to spend the Premium in a way they think is best to raise the attainment for the most vulnerable pupils and narrow the gap between the highest and lowest achieving pupils.

The children in our school who are eligible for Free School Meals, and consequently generate Pupil Premium, are spread across the school, varying from 4 to 9 pupils in each class.

	YR	Y1	Y2	Y3	Y4	Y5	Y6	Total
Pupil Premium	5	5	4	8	4	6	8	40
Non-Pupil Premium	11	16	16	14	18	20	22	116
Total	16	21	20	22	22	26	29	156

Regular assessments and close tracking enables us to target these children throughout their school life to ensure they make the same progress as their peers if they have similar starting points or accelerated progress if they have lower starting points. In developing provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. Pupil premium funding will be allocated following a needs analysis, which will identify priority groups or individuals. The needs of the individual are paramount in this process and are always the starting point when developing our teaching and learning strategies.

Funding Allocation and desired outcomes:

Summary Information					
Academic Year	2020-2021	Total PP budget	£60,435	Date of most recent PP Review	Sept 2020
Total number of pupils YR-Y6	156	Number of pupils eligible for PP	40	Date for next internal review of this strategy	Termly

Desired long term outcomes of pupil premium spending
<p><i>Academic:</i></p> <ul style="list-style-type: none"> Disadvantaged pupils will Leave YR with levels for attainment in excess of those seen nationally for disadvantaged children; the difference between disadvantaged and non-disadvantaged children will be narrower than that seen nationally. Disadvantaged children attain higher than pupil premium children nationally for the phonics screener; the difference between pupil premium and non-disadvantaged children in school will be narrower than that seen nationally for the phonics screener. School's disadvantaged children attain higher than disadvantaged nationally in reading, writing and mathematics at the end of Y2 and Y6; the difference between disadvantaged and non-disadvantaged children will be narrower than that seen nationally Disadvantaged children able to read fluently with comprehension and understanding relative to their age and ability. <p><i>Non-Academic:</i></p> <ul style="list-style-type: none"> Engage successfully with learning so the number of behavioral and conduct issues exhibited by disadvantaged children will be similar to those shown by non-disadvantaged children. Disadvantaged children to have attendance which is better than with their disadvantaged peers nationally; the attendance gap between non-disadvantaged and disadvantaged children will be less than national. Disadvantaged children not be disadvantaged by narrowing of the curriculum or lack of access to aspects of school that help to promote cultural and social capital.

Data Analysis: *Published data: 2019 Data set (no 2020 data due to Coronavirus Pandemic)*

EYFS (%)	All	PP/Non PP
GLD	80	100/76
Phonics	86	88/85

Key Stage 1 (%)	Reading	Writing	Maths
PP/Non PP	50/81	50/81	50/81
PP/ Non PP	50/25	50/13	50/25

Key Stage 2 (%)	Reading	Writing	SPaG	Maths
PP/Non PP	46/69	77/81	77/75	62/75
PP/ Non PP	23/13	15/25	38/25	0/13

Summary compared to NA	PP at Shield Row	PP Nationally	Other Pupils Nationally
GLD	100	56	75
Y1 Phonics	88	71	84
KS1 Reading	50	62	78
KS1 Writing	50	55	73
KS1 Maths	50	63	79
KS2 Reading	46	62	78
KS2 Writing	77	68	83
KS2 GPS	77	68	83
KS2 Maths	62	68	83

Data Analysis: *Performance over time*

Attainment of Entry: % In line	PP children	Non-pp children	Other pupils nationally
2019-20			
2018-19	100	76	72
2017-18	71	79	72

Phonics	PP children	Non-pp children	Other pupils nationally
2019-20			
2018-19	88	85	84
2017-18	100	86	84

KS2 Combined ARE	PP children	Non-pp children	Other pupils nationally
2019-20			
2018-19	45	56	71
2017-18	38	67	70

KS2 Combined GDS/HS	PP children	Non-pp children	Other pupils nationally
2019-20			
2018-19	0	0	13
2017-18	0	13	12

Attendance Data	PP children	Non-pp children	Other pupils nationally
2019-20	92.8	95.2	95
2018-19	94.2	95.6	95.7
2017-18	94.6	96.2	94.1

Identified Barriers from data and observation in the previous year and over time

Barriers to future attainment (for pupils eligible for PP)
Academic Barriers
Barrier A1: Pupils who are eligible for Pupil Premium do not enter early years at age related-expectations in communication and language. This means they need to make more progress than their peers to catch up over time and address issues with literacy.
Barrier A2: Pupils who are eligible for Pupils premium have less experiences with early language and literacy meaning that there are gaps in their knowledge, understanding and skills resulting in slower progress in reading
Barrier A3: Lack of parental engagement means not all pupils are encouraged to read at home or read regularly to an adult
Non Academic Barriers
Barrier NA1: The emotional resilience of some pupils eligible for pupil premium is low when compared to their peers. This can affect their ability to concentrate on academic activities, especially when tasks are challenging.
Barrier NA2: Low attendance rates impact on the ability to access learning
Barrier NA3: Lack of sufficient funds at home to ensure access to a wide range of educational and cultural experiences

3 Tier strategy to addressing barriers based on research
<p>For each barrier school adopts a 3 tier approach, based on the EEF Guide to the Pupil Premium, to consider how best to address this issue for pupils</p> <p><u>Tier 1: Classroom factors</u></p> <ul style="list-style-type: none"> • Ensure all pupils receive high quality teaching and support within lessons. • Provide additional teaching assistants to support learning in the classroom when there is a risk of children falling behind • Provide high quality resources for pupils to access, which motivate and inspire. <p><u>Supporting Research/Evidence:</u></p> <ul style="list-style-type: none"> • High performing teachers – Research has found that allocating the best teachers to disadvantaged children can have a huge impact, much greater than the difference made for other pupils. (Improving the impact of teachers on pupil achievement, London School of Economics and Stanford University) • High Quality first wave teaching – Research from the EEF shows that what happens in the classroom makes the biggest difference and that improving teaching quality leads to the greatest improvements (EEF Closing the Attainment Gap, 2018) • Early intervention – Research shows that high-quality early years provision, with strong educational focus and activities to support early reading and language concepts is highly beneficial for disadvantaged children (The Pupil Premium Making it work in your school – Oxford School Improvement 2015). • Flexibility – The Oxford University Press Pupil Premium report highlights the process of ‘analysis, action, evaluation and review’ as key to sustaining school improvement. They highlight the importance of using data to identify needs of PP children and explains the need to ‘match strategies and interventions to current learning needs to prevent or close gaps’. <p><u>Tier 2: Evidence based, time bound, targeted Intervention</u></p> <ul style="list-style-type: none"> • Provide interventions for identified children, focusing on key aspects of development, basic skills, particularly reading and number skills. <p><u>Supporting Research/Evidence:</u></p> <ul style="list-style-type: none"> • Targeted Intervention – In their 2018 ‘Closing the Attainment Gap’ report, the EEF stated that ‘Targeted small group and one - to one interventions have the potential for the largest immediate impact on attainment.’ • Flexibility – The Oxford University Press Pupil Premium report highlights the process of ‘analysis, action, evaluation and review’ as key to sustaining school improvement. They highlight the importance of using data to identify needs of PP children and explains the need to ‘match strategies and interventions to current learning needs to prevent or close gaps’. <p><u>Tier 3: Wider factors and considerations</u></p> <ul style="list-style-type: none"> • Provide a wide range of opportunities for pupils to develop their self-confidence, self-esteem, social and behavioural skills, and their resilience <p><u>Supporting Research/Evidence:</u></p> <ul style="list-style-type: none"> • Extended Provision - Extended schools have been found to make a difference through breakfast clubs, after school programmes, multi-agency teams in schools and parenting support. They help create the conditions under which improved teaching and learning approaches can work. (Extended services in practice – A summary of evaluation evidence for head teachers, DfE, 2011) • Personal and Social skill - Research into pupil resilience demonstrates that a key factor that helps disadvantaged children buck the trend and succeed in life against the odds is their strong personal and social skills... (Aiming high for children, HM Treasury and DfES, 2007)

How our Pupil Premium will be spent to address barriers:

Academic Barrier Spend:

Barrier A1: Pupils who are eligible for Pupil Premium do not enter early years at age related-expectations in communication and language. This means they need to make more progress than their peers to catch up over time.

Budget: £23500	Action	Spend	Desired impact	Actual Impact
Tier 1: Classroom	<p>Training/CPD:</p> <ul style="list-style-type: none"> Provide training for PEERS CROWD approach to early language development <p>Staff deployment:</p> <ul style="list-style-type: none"> Additional staffing to allow for low pupil-adult ratio in EYFS and Y1 so there are more interactions and opportunities to model language and communication. 	<p>£500</p> <p>£10000</p>	<p>Measurable:</p> <ul style="list-style-type: none"> PP outcomes to be above pp children nationally and close to non-pp children in school in ELGs linked to C&L <p>Observed:</p> <ul style="list-style-type: none"> Earlier diagnosis of pupil difficulty linked to language More inclusive and more personal teaching based in language and communication developmental needs More opportunity for pupil interactions both with their peers and adults. 	
Tier 2: Intervention	<p>Staff deployment:</p> <ul style="list-style-type: none"> In EYFS we will run the NELI programme to improve communication and language. Taking into account the starting points of children. SALT interventions based on analysis of specific needs. 	£10000	<p>Measurable:</p> <ul style="list-style-type: none"> 60% children in the NELLI Programme to reach GLD. <p>Observed:</p> <ul style="list-style-type: none"> Children communicate effectively and reach key milestones in language development. 	
Tier 3: Wider considerations	<p>Other:</p> <ul style="list-style-type: none"> SALT support for children with additional communication and language needs that cannot be accounted for through lack of experiences. Provide a rich range of experiences within provision, through resourcing, visits and visitors to enrich children's experiences and motivation to communicate and interact (could be tier 1?). 	<p>£2000</p> <p>£1000</p>	<p>Measurable:</p> <ul style="list-style-type: none"> SALT interventions have clear impact and children meet targets (see SALT target /Support plan) <p>Observed:</p> <ul style="list-style-type: none"> Children talk readily about the experiences they have had in school and also about their interests. Children can communicate their knowledge and understanding of different concepts Children meet key milestones in language development 	

Barrier A2: Pupils who are eligible for Pupil Premium have less experience with early language and literacy meaning that there are gaps in their knowledge, understanding and skills resulting in slower progress in reading

Budget: £18000	Action	Spend	Desired impact	Actual Impact
Tier 1: Classroom	<p>Training/CPD:</p> <ul style="list-style-type: none"> Provide Letters and Sounds training for all staff so that all members of staff have a secure understanding of progress of skills and can teach and intervene <p>Staff deployment:</p> <ul style="list-style-type: none"> Additional staffing to allow for low pupil-adult ratio in reading lessons in all classes Y1-Y6 so children read and discuss more often with an adult. 	<p>£500</p> <p>£10000</p>	<p>Measurable:</p> <ul style="list-style-type: none"> Reading outcomes to be at least in line with NA at the KS1 and KS2 for all groups of pupils. <p>Observed:</p> <ul style="list-style-type: none"> Greater engagement in reading Better monitoring of pupil progress in reading Earlier diagnosis of pupil difficulty with reading More inclusive and more personal teaching of reading approaches The quality of learning/work improves in reading More opportunity for pupil-pupils and pupil-adult interactions 	
Tier 2: Intervention	<p>Staff deployment:</p> <ul style="list-style-type: none"> TAs deployed specifically to provide reading intervention and target children for 1:1 reading regularly during Library and ERIC time. X1 member of trained staff to use Cracking comprehension and IDL cloud literacy to accelerate progress for slower moving readers in Y4 and Y5. 	<p>£3000</p> <p>£2000</p>	<p>Measurable:</p> <ul style="list-style-type: none"> Baselines will be taken prior to all interventions and the impact of adult led programmes will be measured using exit data on completion of the intervention – improvements to be evidenced. <p>Observed:</p> <ul style="list-style-type: none"> Vast majority of children to be fluent readers who show understanding of a text. Gaps in knowledge, understanding and skills are addressed. 	
Tier 3: Wider considerations	<p>Other</p> <ul style="list-style-type: none"> X30 Licences for Reading plus Reading resources matched to stage and interest purchases 	<p>£2000</p> <p>£500</p>	<p>Measurable:</p> <ul style="list-style-type: none"> Children reading accuracy and rate improves at a quicker rate than their chronological age. <p>Observed:</p> <ul style="list-style-type: none"> Vast majority of children to be fluent readers who show understanding. 	

Barrier A3: Lack of parental engagement means not all pupils are encouraged to read at home or read regularly to an adult

Budget: £2500	Action	Spend	Desired impact	Actual Impact
Tier 1: Classroom	<ul style="list-style-type: none"> Reading corners and research spaces developed and resourced with engaging books 	£500	Observed: <ul style="list-style-type: none"> Children are eager to read in school 	
Tier 2: Intervention	<ul style="list-style-type: none"> TAs deployed specifically to provide reading intervention and target children for 1:1 reading regularly during Library and ERIC time. 	£2000	Measurable: <ul style="list-style-type: none"> Children who aren't supported with reading at home will read x3 in school and therefore gain reading rewards. Observed: <ul style="list-style-type: none"> Vast majority of children to be fluent readers who show understanding of a text. 	
Tier 3: Wider considerations	<ul style="list-style-type: none"> Parental training focusing on how to support children with reading and understanding at home. Funded places at breakfast and tea time club so that children can engage with "informal" literacy and reading in these environments 	£500 £500	Observed: <ul style="list-style-type: none"> Vast majority of children to be fluent readers who show understanding of a text. 	

Non-Academic Barrier Spend:

Barrier NA1: The emotional resilience of some pupils eligible for pupil premium is low when compared to their peers. This can affect their ability to concentrate on academic activities, especially when tasks are challenging.

Budget: £10500	Action	Spend	Desired impact	Actual Impact
Tier 1: Classroom	Training/CPD: <ul style="list-style-type: none"> Training provided to all staff in relation to promoting resilience in children. 	£500	Observed: <ul style="list-style-type: none"> Children show persistence in their learning and are not deterred by setbacks, mistakes and errors. 	
Tier 2: Intervention	Staff Deployment: <ul style="list-style-type: none"> Since a significant proportion of our disadvantaged pupils have social and emotional difficulties including anxiety, low self-esteem, poor social skills and anger management, we deploy a highly skilled HLTA, with a background in Behaviour Support and 	£10,000	Measurable: <ul style="list-style-type: none"> Boxhall profiles will be used to evidence impact, along with attainment data. These interventions will be reviewed termly. Observed: <ul style="list-style-type: none"> Children are happy, confident, secure and engage well with learning 	

	<p>experience of successful nurture groups, to run afternoon intervention sessions for targeted pupils to improve attainment by improving the social and emotional dimensions of learning, as opposed to focusing directly on the academic or cognitive elements of learning</p> <ul style="list-style-type: none"> In addition to this we will offer Listening Matters, Cognitive Behaviour Therapy and Drawing and Talking. 			
Tier 3: Wider considerations	<ul style="list-style-type: none"> N/a 	N/a	<ul style="list-style-type: none"> N/a 	

Barrier NA2: Low attendance rates impact on the ability to access learning

Budget: £1000	Action	Spend	Desired impact	Actual Impact
Tier 1: Classroom	<ul style="list-style-type: none"> N/a 	N/a	<ul style="list-style-type: none"> N/a 	
Tier 2: Intervention	<ul style="list-style-type: none"> N/a 	N/a	<ul style="list-style-type: none"> N/a 	
Tier 3: Wider considerations	<ul style="list-style-type: none"> To support vulnerable families with promoting good attendance in school and good punctuality we will offer funded breakfast club places to targeted families. 	£1000	<ul style="list-style-type: none"> 	

Barrier NA3: Lack of sufficient funds at home to ensure access to a wide range of educational and cultural experiences

Budget: £5000	Action	Spend	Desired impact	Actual Impact
Tier 1: Classroom	<ul style="list-style-type: none"> N/a 	N/a	<ul style="list-style-type: none"> N/a 	
Tier 2: Intervention	<ul style="list-style-type: none"> N/a 	N/a	<ul style="list-style-type: none"> N/a 	
Tier 3: Wider considerations	<ul style="list-style-type: none"> School will contribute funding for disadvantaged children's wider curriculum opportunities e.g. visits and visitors. School will contribute funding for disadvantaged children's wider opportunities e.g. music tuition, payment for after school clubs, pupil specific resources such as revision books. 	<p>£2000</p> <p>£3000</p>	<p>Observed:</p> <ul style="list-style-type: none"> Children engage positively with wider curriculum opportunities and gain experiences they wouldn't have normally had. 	