



Pupil Premium Overview 2020-21

Pupils who qualify must be either:

- on free school meals or have been in the last 6 years;
- looked-after/previously looked-after children;
- children of families who serve or have served in the military or are retired from MoD. (This does not suggest disadvantage but is for the ease of schools).

Pupil premium plus (funding allocated to local authorities to help raise the attainment of LAC, as well as pupils who have left care).

The Pupil Premium is an allocation of additional funding provided to schools to support specific groups of children who are vulnerable to possible underachievement. Nationally, the statistics show that students who are in receipt of free school meals do less well than their peers. The aim of this money is to close the attainment gap.

Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers	
A	Low attendance – Children who are PP do not always reach 96.5% attendance.
B	Underdeveloped S&L skills - Poor vocabulary on entry to school and Speech and Language development is below expectations for their age. (Lack of wider reading and poor parental language/vocabulary skills, as well as communication through media devices impact on S&L).
C	Readiness for Learning & Engagement – Children are not always resilient or independent learners. PP children may need further support with self-care and personalised provision to aid their learning and engagement. As a result, PP children do not always reach AR expectations in EYFS and KS1. This links to low self-esteem and self-belief.
D	Behaviour – self regulation and expectations of behaviour are not always in place on starting school. Other factors including SEN may impact on behaviour and require additional support.
External barriers	
E	Out of catchment – Links to attendance

Desired Outcomes		
Annual projected income - £53110 (2020-2021) Forecast spend - £74,608.35 Pupil Premium children on roll – 35 and 2 Post LAC		
	Desired outcomes and how they will be measured	Success criteria
A Low attendance	<ul style="list-style-type: none"> • <u>All children to achieve 96.5% + attendance.</u> • Any case that is seen to have reached the persistent absentee mark or is at risk of moving towards that mark is given priority and parents/carers will be informed of this immediately. • Persistent absentee pupils are tracked and monitored carefully through our pastoral system. • Rapid action is taken by the school attendance officer to work with parents/carers to quickly improve attendance. • We will give parents/carers details on attendance in our regular school newsletter. • Report to parents/carers at least termly on how their child is performing in school, what their attendance and punctuality rate is and how this relates to their attainments. • Ensure all school staff are committed to working with parents and pupils as the best way to ensure as high a level of attendance as possible. 	<ul style="list-style-type: none"> • Pupil Premium children have good attendance (96.5%). • First day calling for all children. • Pupil Premium children enjoy coming to school (pupil voice and WOW assemblies with the Headteacher). • Parents/carers to be made aware of attendance expectations. • Attendance officer acts quickly to work with families to improve attendance.
B Underdeveloped Speech & Language	<ul style="list-style-type: none"> • All children will make good progress with their S&L. • Children will be assessed and quickly identified for SALT interventions. • Additional staffing in EYFS to facilitate an optimum learning environment. • Daily activities planned for speaking and listening opportunities; including daily circle times. • A specialist 'Elkan' teacher will carry out continued assessments of KS1 PP children who need SALT support. This teacher will also provide twice weekly 1:1 intervention. • The 'Elkan' teacher will also liaise with parents/carers and explain how they can support their child at home. • Each child needing specialist SALT will have a 'Personalised Education Plan' to set targets and track progress. • Class teachers and specialist 'Elkan' teacher to work closely with external Speech and Language therapists (where appropriate) to ensure each child is making continued progress. 	<ul style="list-style-type: none"> • Ensure each child who requires SALT is identified and supported (using O-Track). • FACTS to identify specific areas of developing S&L. • Parents/Carers to be informed on how to support their child at home. • All children to receive targeted S&L provision who require SALT. (O-Track will also be used to monitor S&L).

<p>C</p> <p>Readiness for Learning & engagement</p>	<ul style="list-style-type: none"> • From Nursey all children will be taught to become independent with self-care; including toileting, getting dressed etc. • The Nursery teacher will communicate with current and prospective Nursery Parents and share expectations of children and highlight how parents/carers can support transition from home to EYFS. • Transition evenings in KS1 will include expectations for children aged 5-7. • Learning opportunities will be pitched correctly, ensuring children complete activities and develop their resilience and readiness for learning and engagement. • Growth-mind-set will be taught and promoted across the school. • The Jigsaw (PSHE) programme will be used throughout the school with a focus on mindfulness and teaching life-skills including; being focussed and still. • Teachers will gradually build up lesson time/input time throughout the year. • Visuals will be used in each class which reminds children of the 'learning expectations': Look, Listen, Take Turns and be Positive. • Children will experience planned 'Cultural Capital' opportunities. For example; extra gardening, sewing or cooking sessions. They will also experience local amenities, such as the Bank or Post Office. This accumulation of knowledge, behaviours, and skills will enable them to draw upon and demonstrate their cultural awareness, knowledge and competence; to enable them to be successful in society. 	<ul style="list-style-type: none"> • Pupil Premium children make good progress from their starting points. • Pupil Premium children will at least match the standard expected for the peers for 20-21 (Taking into account the impact of COVID on the academic year). • Pupils will maintain concentration and focus during lessons, which will enable them to make progress. • Rapid action will be taken to address underachievement.
<p>D</p> <p>Behaviour</p>	<ul style="list-style-type: none"> • Restorative Practice will be used consistently by all staff. • A 'growth culture' will be promoted that empowers children to change and improve their behaviour. • Good behaviour will be reinforced, modelled and taught. • There will be a focus on both the rights and responsibilities of the child. • Boundaries will be clear, consistent and explained. • There will be a positive classroom culture. • High self-esteem will be promoted (linked to Jigsaw). 	<ul style="list-style-type: none"> • All Pupil Premium children will understand behaviour expectations. (SEN/SEMH children to receive further support where needed). • All Pupil Premium children will be able to identify their 'Safety Network'. Children will create caring hands to identify adults who can support them and help them. • Communities and social connections will be built using Restorative Practices.

	<ul style="list-style-type: none"> Teaching staff and children will have high expectations. There will be a strong partnership between staff, children and parents. 	<ul style="list-style-type: none"> Children are taught 'Protective Behaviours' or receive an intervention (where appropriate), for example, Draw and Talk/Lego Therapy. Children's achievements to be celebrated in WOW assemblies with the Headteacher and have the opportunity to earn House and Behaviour points.
<p>E</p> <p>External- Out of catchment</p>	<ul style="list-style-type: none"> School will continue to work with families out of catchment to maintain/improve school attendance (96.5%) - including lateness. Parents/carers will be informed of the impact of non-attendance/lateness has on their child's academic attainment. To promote punctuality, PP children will be offered breakfast, if this supports the parent in getting the child to school on time. Home visits will be carried out for core families. 	<ul style="list-style-type: none"> Pupil Premium children from out of catchment will have 96.5% + attendance. Out of catchment expectations are the same for those children in catchment. Families will be supported in maintaining good attendance.
Total Budgeted Cost for A-E		£71,193.35

Academic Year	2020/2021					
Desired Outcome	Chosen action / approach	Evidence and rationale for this choice	Ensure implementation	Staff lead	Annual Evaluation:	Annual costing
A	Improve attendance	Historically PP children do not always meet the compulsory 96.5% attendance expectation. This impacts greatly on their attainment.	Core families identified. Attendance and Safeguarding officer working with families across the school. Monitoring of registers daily.	Attendance Officer Safeguarding Lead.	July 2020	£9673
B	Support and intervention for Underdeveloped Speech and Language	The (Communication Trust) states: 7% of all children (nationally) have a speech and language impairment; it's the most prevalent childhood disability. PP children often need specialist support for Speech and Language. 12% of children in Reception have been identified as needing extra support for S&L. 12% of children across KS1 have also been identified as needing SALT.	Children are quickly identified as needing extra support/interventions for SALT. SALT (Elkan) teacher will work across KS1 to provide S&L therapy. Class teachers will work with ELKAN teacher and carry out FACTS to inform areas for development. These will be used to tailor personalised provision using (PEP's – Personalised Education Plans).	All class teachers and SENCo.	July 2020	£4580
C	Supporting children in becoming ready and engaged to learn.	PP children may need support to become resilient and independent learners. This includes ensuring work is differentiated appropriately and tasks are manageable.	Linked to Quality First Teaching – all teachers to approach Pupil Premium learners first to see if they understand the task set or need support to complete it. Target Pupil Premium learners for questioning and ask them to respond in full	SLT All teachers.	July 2020	£44,896.35

		<p>PP children do not always have the same enriching life experiences as their peers.</p>	<p>sentences. Use Bloom's Taxonomy to extend and stretch their answers. Use Pre-Teach to enhance understanding and vocabulary. Ensure Pupil Premium learners know the Learning Intention and how they can be successful in each lesson. Role play to be used in EYFS to promote high levels of well-being and independence. Visuals to be used in EYFS and KS1 to remind children of 'learning expectations'. Jigsaw (PSHE) programme to promote engagement and mindfulness. Growth Mindset to be taught across the school to promote independence and resilience. Pupil Premium children will belong to a 'Cultural Capital' group in school. This will include opportunities to extend their life skills; including extra cooking or gardening sessions, as well as experiences within the local community. For example, trips to the local Post Office or Bank. Cultural capital will build on early experiences. It will give children other opportunities to be curious, explore, try new things and experience awe and wonder.</p>			
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			Year 2 children will also have access to free music lessons for the whole academic year.			
D	<p>Improve behaviour.</p> <p>All children will follow the behaviour expectations as outlined in our Behaviour Policy.</p> <p>Children will cooperate and earn Behaviour Stars and House Points.</p> <p>Children will use restorative practice to solve problems.</p>	<p>Children may need further support with managing behaviour and learning strategies to be calm and resolve conflict in a positive way.</p>	<p>Staff to promote children regulating their behaviour and teach them strategies to be successful using Jigsaw and mindfulness.</p> <p>Restorative Practice to be fully embedded throughout the school and refresher sessions to take place to maintain and enhance practice.</p> <p>Reflection time/thinking time used when children have not cooperated and followed the behaviour expectations. All staff to be trained in Restorative Practice.</p> <p>Protective Behaviours/Draw and Talk/Lego Therapy interventions to be used to support behaviour and self-esteem.</p>	<p>SLT</p> <p>SENCo</p>	<p>July 2020</p>	<p>£5,128</p>
<p>External barrier:</p> <p>E</p>	<p>Improve attendance (96.5%) for those PP children out of catchment.</p>	<p>Pupil Premium children from out of catchment historically have not met 96.5% attendance. This impacts on their attainment.</p>	<p>The attendance and Safeguarding officer will work closely with core families to ensure all children maintain 95% + attendance.</p> <p>All staff will promote excellent attendance.</p> <p>The school nurse will work closely with parents/carers and school when there is a medical need which may impact on attendance.</p>	<p>Attendance Officer</p> <p>SC</p> <p>Safeguarding Officer</p> <p>Admin</p>	<p>July 2020</p>	<p>£6,916.</p>
Total cost implementing A-E						£71,193.35

Other Approaches						
Desired Outcome	Chosen action / approach	Evidence and rationale for this choice	Ensure implementation	Staff lead	Annual Evaluation:	Annual costing
A	<p>Celebrate excellent attendance (100%) half-termly (genuine illness will not count as absence).</p> <p>Provide PP families with free/subsidised Breakfast Club.</p>	<p>Children will be keen to come to school and feel proud they have excellent attendance. This will be celebrated by year groups half-termly.</p> <p>Parents are more likely to bring their children to school on time, if they do not have to provide breakfast at home; therefore the child will not miss valuable morning work time.</p>	<ul style="list-style-type: none"> Year group leaders to plan celebration assembly and rewards for attendance. Attendance and lateness to be discussed in teams and provision planned for, when appropriate. 	SC JvR EI SJ	July 2020	£1,995
B	Elkan SALT teacher to communicate with parents half termly and inform parents on how to support their children with their Speech and Language targets at home.	All parents will feel supported and confident in continuing with the targets at home. Parents will be well-informed and communication between home and school will be clear and constructive, enabling all children to continue to make progress with their S&L.	<ul style="list-style-type: none"> SC will ensure KM has planning time to feedback to all parents. SENCo will oversee Pep's and targets. 	ELKAN teacher SENCo SLT	July 2020	£192
C	Children to receive RWI resources to support their child's learning at home.	Children will feel more confident in phonics lessons and link this to their reading and writing. They will feel ready to learn and	<ul style="list-style-type: none"> All PP children discussed in year groups and gaps in their knowledge planned for. All children will receive extra resources to support their learning. 	SC JvR EI SJ	July 2020	£734

	PP families have the opportunity to hire computing equipment to support safe online learning.	begin to become an independent learner. Children will have access to online learning platforms to help them engage fully with their learning. For example; Purple Mash and ICT games.				
D	Reward systems in place to ensure/encourage positive behaviour. Incentives will be used; including reward time, house points, behaviour stars and WOW assemblies to celebrate positive behaviour. Enrichment activity: Extra Forest School time will be planned for all PP children to ensure they have time away from the classroom.	Children will feel enthusiastic about making positive and safe behaviour choices. Children will feel positive behaviour is acknowledged and rewarded. Children will have the opportunity to express themselves differently in the outdoors with more hands-on therapeutic activities within a smaller group.	<ul style="list-style-type: none"> Restorative Practice Leader to ensure all staff are trained and following practice. Year Leaders to identify all PP children and plan in extra Forest School time. GD to plan in a variety of therapeutic activities, which use a range of motor skills. 	SLT	July 2020	£494
E External barrier	Links to (A) Celebrate excellent attendance half-termly. Provide PP families with free/subsidised Breakfast Club.			SJ SC JvR EI	July 2020	See cost of A for Breakfast Club
Total Budgeted Cost for other approaches						£3415