

Use of the Pupil Premium Funding

Allocation and Pupil Population

Funding for Disadvantaged pupils received:

2018/19 - £142,385

2019/20 – £123,787

2020/21 - £114,410

- In September 2020, 103 pupils are eligible for Disadvantaged pupil funding, 15.7% of the whole school.
- In September 2020, 84 pupils are eligible for FSM, 12.8%. The proportion of pupils known to be eligible for Free School Meals is below the national average.

Principles

- We monitor the performance of all pupils to check that they are on track in Reading, Writing and Mathematics. Our definition of 'not on track' is deliberately broad, and based on progress from starting points. The starting points considered include End of Key Stage One level, end of Year 4 stage, end of Key Stage Two nationally validated data – if children are not on track from any of these starting points, they are included.
- SMT identify intervention strategies for all pupils not on track each term, reviewed and updated at the end of term.
- The strategies identified for raising the achievement of Disadvantaged pupils, with a few exceptions, available to support all pupils who are not on track, or who need support to access learning successfully. The intervention is provided in response to need.
- Disadvantaged pupil funding is not ring-fenced, but contributes to the cost of the programmes and activities listed below, which are designed to support vulnerable pupils and pupils not on track. Staffing expenditure is based on proportional wage costs using nominal time allocations.
- This annual plan is part of a three-year Pupil premium strategy that is put in place by leaders and governors to ensure that the funding is used to provide the best education for our disadvantaged pupils.

The Governing body has spent (during previous academic years) and is spending (during the current academic year) the school's Pupil Premium funding in the following ways:

* New in 2020/21

Plan over the next Academic Year

Activity	Strategy behind spending	Impact
SLT/ SMT Focus	Rigorous monitoring of pupil progress, including disadvantaged pupils, and regular data analysis meetings with HODs. Reviews on a pupil by pupil basis.	Strong leadership of Disadvantaged Groups agenda Whole-school focus and priority Monitoring and reporting capacity
Provide devices to disadvantaged pupils*	To ensure all disadvantaged pupils can access online learning	Disadvantaged pupils able to access all work online and attend any 'Live' lessons. No detrimental affect on standards for disadvantaged pupils as a result of a lockdown/ isolation.
Improve standards of Disadvantaged pupils Writing	Disadvantaged data shows that our disadvantaged learners are further behind national standards in Writing where as they are at /national standards in reading and maths	To narrow the gap in standards of disadvantaged pupils to less than 15%. No national SATs to compare this to. Staff moderating across county as normal.
Thrive	To improve rates of progress and attainment through the use of	Whole staff training on Thrive to drive standards in the classroom.

	psychotherapy delivered by high trained practitioners in school.	Thrive included in lesson to improve behaviour and therefore improving standards across the key stages.																				
One to Thrive sessions	To raise emotional learning of specific Disadvantaged and LAC children to enable them to make more progress in the curriculum.	Improve attainment of Disadvantaged and LAC pupils. 100% of Disadvantaged Thrive pupils making expected or accelerated progress in 10 subjects or more.																				
Accelerated Reading	To promote reading as an enjoyable whole school activity. To monitor the reading levels of pupils and make sure they have access to suitable books.	To raise reading ages and enjoyment levels of pupils across the school. (28% - yr5, 34% - yr 6, 38% - yr7, 36% - yr 8 have made more than expected progress using Accelerated reading)																				
Social Club*	To improve mental health and self-esteem of a group of pupils – majority of which are Disadvantaged. Work with pupils on building friendships.	These pupils will improve their mental health and feelings. Will be measured by PASS survey at the end of the year.																				
Reading / Spelling groups	Small group support provided by Learning Support dept. to ensure progress in Reading and Spelling.	Programme significantly reduces the proportion of pupils falling below age-related expectations (see below)																				
Intervention Groups	Provide booster and 'catch-up' programmes for pupils who are falling behind – 2 x 0.25 Teacher time for Summer and Spring terms in English and Maths led by outstanding practitioners. (Y6 & 7 focus)	Using FFT data target pupils who are not on track to make expected progress from KS1 in maths and English. Targeting Reading and maths as key focus during 2018.																				
Target Groups	6 levels of targeted groups in English and Maths (all year groups) to enable differentiated teaching and learning.	Increase in overall progress and attainment in Maths by end of KS2 and from entry to exit (see school data analysis) Increase in overall progress and attainment in English by end of KS2 and from entry to exit (see school data analysis)																				
KS2 Targeted Intervention	Additional small group support for yr. 6 pupils in English and Maths from October half term until May.	Increase in overall progress and attainment in English and Maths by end of KS2 and from entry to exit. <table border="1"> <thead> <tr> <th></th> <th>Progress KS2</th> <th>Attainment KS2</th> <th>Progress - exit</th> <th>Attainment - exit</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>98%</td> <td>74%</td> <td>100%</td> <td>89%</td> </tr> <tr> <td>Writing</td> <td>98%</td> <td>64%</td> <td>100%</td> <td>80%</td> </tr> <tr> <td>Maths</td> <td>97%</td> <td>71%</td> <td>100%</td> <td>75%</td> </tr> </tbody> </table>		Progress KS2	Attainment KS2	Progress - exit	Attainment - exit	Reading	98%	74%	100%	89%	Writing	98%	64%	100%	80%	Maths	97%	71%	100%	75%
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Breakfast Club	Free places in Breakfast Club to ensure that disadvantaged PPG pupils have a settled start to the day	Pupil Premium children having a healthy start to the day. This has increased punctuality and attendance. (Pupil Premium attendance currently 1.5% below National average)																				
Pastoral Support	Staffing restructure to provide additional pastoral support capacity through Pastoral AHT and Heads of Key Stage role, to support vulnerable pupils to access learning successfully	Pupils provided with pastoral and emotional support to access learning. Disadvantaged Thrive pupils had 85% drop in number of demerits as a result																				
PiXL led Additional before school boosters	Additional 'booster' session in English and maths using PiXL to target pupils who are not on track to reach national expectation.	Increase percentage of pupils reaching National Expectation in KS2 SATs. (Current figures show year 6 are above National standards in Reading and maths)																				
ICT access	Lunchtime access for pupils to use computers with internet availability for homework and staff support, priority given to pupils without home internet access	Pupil Premium pupils able to access full range of educational resources and support for homework																				
Visits/ Musical Tuition/ School Uniform	Financial support provided to enable pupils in financial hardship to take part in educational visits/ have musical tuition and have school uniform and equipment where necessary.	Pupil Premium pupils able to access learning experiences they would not usually be able to experience. (In a survey 100% of Disadvantaged pupils said that they thoroughly enjoyed a trip that they would not normally have been on)																				

Support and Intervention	Timetabled teacher time for specialist input at the discretion of HoDs in English (10 hours), Maths (10 hours)	To ensure that identified pupils reach target levels. (Current figures show year 6 are 10% ahead of where we were at the same stage last year in maths and 4% in Reading)
Lexia	Improve reading for pupils who are highlighted as having difficulties. Designated Lexia time allocated during the week with trained members of staff.	Reading levels raised across school. Lexia data show pupils have improved using this new system. (KS2 results showed 66% of pupils passed Reading, 48% SPaG and 51% in Maths. None of these pupils were on track to pass before starting Lexia)
Individual support for LAC pupils from Academic Coach*	Activities purchased for enable LAC pupils experience life changing activities after school. Purchase laptop for one LAC child who has no access.	LAC/ Disadvantaged pupils engaged in learning and have same opportunities as other pupils.
Individual support for Pupils from the Academic Coach*	Employing additional staff to provide extra support for Pupil Premium pupils through one to one support sessions.	Pupils provided with pastoral and emotional support to access learning.
JAP (Junior Apprenticeship Program) *	To engage disadvantage learners and highlight career pathways. Improve well-being of students involved in this scheme.	Disadvantaged students' demerits and behaviour logs lowered and attendance improved. Improvement in their well-being. Also, to help signpost possible careers for them in the future.
Forest School*	To provide further opportunities in our broad and balanced curriculum for KS2 students to access and succeed.	Improvement in the well-being of pupils who attend Forest school. Also, to provide them with an even more broad and balanced curriculum that raises outcomes in English and maths.
Creation of Pupil Premium Champion roles	To further support the pupil premium, spend in school. Two posts appointed one looking specifically at data and linking to activities outside of the curriculum, one looking at T & L and impact on Disadvantaged learners.	Raise standards in Pupil Premium achievement and further narrow the gap to their peers. Ensure curriculum is working for our Disadvantaged learners.
Pupil Premium Voice	To evidence how well the pupil strategy is working in school	To ensure our Disadvantaged learners are listened to and feedback will help drive the curriculum this year and in future.
Pupil Premium Case Study	To evidence how well the pupil strategy is working in school	To provide evidence of how well our Disadvantaged learners are doing in school.
Pupil Premium External Review	To have external validation that our pupil premium strategy is working	To raise standards and ensure that activities we are planning a good value for money.