# Pupil Premium Year 2020/21

To raise the achievement of all disadvantaged pupils, the government has provided schools with additional funding. This funding is known as Pupil Premium. Schools are required to publish details online each year on how they are using Pupil Premium and the impact it is having on disadvantaged pupils.

## What we expect to see:
We believe outstanding teaching and learning is key to the progress of pupils from disadvantaged backgrounds. This remains a consistent and relentless focus. In addition to this, targeted intervention and support strategies are deployed in order to:
- Improve levels of attainment and progress;
- Close attainment gaps between the disadvantaged and non-disadvantaged groups;
- Enhance the school experience for this pupil group;
- Engage and develop learning through a comprehensive extra-curricular provision;
- Have a clear focus on all disadvantaged pupils, including those with SEND and more able pupils and support pupils in becoming aspirational, confident and successful learners

## Our core aims for Pupil Premium are:
- To raise the attainment and progress of pupils eligible for pupil premium funding so that their performance compares favourably with non-pupil premium peers.
- Address inequalities in education of pupils from low-income families and raise attainment of these pupils.

## Main Barriers
25.6% of the school population is identified as Pupil Premium. The main barriers faced by our pupils that are eligible for Pupil Premium are that they have limited experiences outside school, gaps in age related expectations, few opportunities beyond school to experience the modelling of standard spoken English, lack of confidence, frequent behaviour difficulties, identified SEND, and attendance and punctuality issues.

We believe that pupils with individual needs should have bespoke support, not a "one size fits all" resource. The progress of all the pupil premium children is discussed in depth with each year group at the beginning of each half term. Strategies to accelerate progress and raise standards in this bespoke manner are explored in detail at these meetings and implemented as soon as they have been agreed.

Emotional health and wellbeing is paramount to supporting all learners, and this is a key factor in the improving academic standards of the pupil premium children. As a result, we use the grant to invest in a growing wellbeing and attendance team who not only support the pupil premium children but their families also. Additional support is put into place for the pupils (and families) who fail to attend school regularly, which is beginning to have a positive effect on pupil premium outcomes also.

## Impact of spend year 2019-20 (% of PP children achieving 'expected' or above – up until March 20th 2020)

| | Reading | | Writing | | Maths | |
|---|---|---|---|---|---|---|
| | PP | Non-PP | PP | Non-PP | PP | Non-PP |
| Year 6 (18) | 56% ⇑ | 88% | 56% ⇑ | 90% | 67% ⇑ | 73% |
| Year 5 (18) | 61% ⇑ | 74% | 50% ⇓ | 69% | 72% ⇑ | 83% |
| Year 4 (28) | 71% ⇓ | 77% | 57% ⇓ | 65% | 61% ⇓ | 81% |
| Year 3 (14) | 79% ⇑ | 80% | 71% ⇑ | 68% | 79% ⇑ | 75% |
| Year 2 (21) | 57% ⇑ | 67% | 52% ⇑ | 72% | 57% ⇓ | 84% |
| Year 1 (12) | 50% ⇑ | 74% | 50% ⇑ | 70% | 58% ⇑ | 72% |
| Reception (18) | 55% ⇑ | 81% | 50% ⇑ | 75% | 50% ⇑ | 77% |
| **Total: 108** | | | | | | |

**Key:**
Red – larger than 10% gap between PP and Non-PP children
Amber – within 10% gap between PP and Non-PP children
Green – in line with or above expectation between PP and Non-PP children
⇑ - the gap between PP and Non-PP children has closed from baseline data to end of year data
⇔ - the gap between PP and Non-PP children has maintained (neither increasing nor decreasing) from baseline to end of year data
⇓ - the gap between PP and Non-PP children has increased

The impact of Coronavirus on our Pupil Premium children's learning has been significant. Approximately 60% of Pupil Premium children accessed online learning during Lockdown (between March 20th and July 21st 2020). With half of the school year missed, progress slowed significantly. Prior to Coronavirus and Lockdown, 90% of Pupil Premium children were on track to make at least expected progress by the end of the academic year.

There had been an increase of children joining the school since September 2019 (18 children across the school on top of a new 3 form Reception cohort of 67 children). Of those new to school, 1 child identified as Pupil Premium. The PP challenges had an impact across the school, and will continue to do so over the next academic year (2020-21). Additional strategies supported children to accelerate their progress. 106 children out of the 131 children identified made at least expected progress. Of those 106 children, 12 made accelerated progress in one or more of the core subjects. The gap closed more rapidly in Years 1 and 6, and the gap closes more rapidly in Reading and writing across the school. Maths also shows strong progress, but more support is needed for Years 2 and 3.

61 Pupil Premium children had below National expectation attendance (below 96%). 27 of these children were classed as persistently absent (below 90% attendance). Poor attendance significantly impacted on the outcomes for these children.

Across the school, 35 of the PP children had additional disadvantages identified (such as EAL and SEND), which is an increase from 24 children the year prior.

## Due to the COVID-19 pandemic, the targets will be carried over to 2020-21. Additional catch-up funding will also be focused on the disadvantaged group.

During Lockdown, Disadvantaged pupils were targeted through;
- Inviting children into school for the key worker/vulnerable provision
- Focused teacher support through Teams for accessing of work
- Printed work packs off for children to complete where access to technology was limited
- Weekly phone calls from the DSL team/class teacher to check in and see if they needed any further support
- Provided FSM deli bags and Co-Op meal vouchers for the first 3 weeks of lockdown and then set up all eligible families on Edenred voucher scheme to support with feeding children during school closures
- Referred families to the local foodbank and Warwickshire's Local Welfare Scheme for support with food and paying additional bills
- Home visits to families where needed, following set COVID-19 safety procedures
- Attended (virtually) a variety of meetings to continue to support families

- Provided virtual access (through Teams or via phone) to Child and Family lead for support and advice during school closures
- Sent information, support and advice regarding home learning expectations, support avenues, wellbeing and Family Information Service.

## Pupil Premium achievement summary 2019-2020:

| | Strengths | Areas of development |
|---|---|---|
| **Reception** | <ul><li>83% of chn are making expected progress since baseline in writing</li><li>83% of chn are making expected progress since baseline in maths</li><li>17% of chn are making exceeding progress since baseline in reading</li><li>Attainment data in R, W and M has increased since baseline.</li></ul> | <ul><li>75% are making expected progress since baseline in all areas</li><li>Gap between PP/FSM and non-PP/FSM has increased slightly in reading and maths, baseline gap for reading was 22% and is now 25% (but still broadly in line), baseline gap for maths was 18% and is now 27%, and will be focused on for their move into Y1 (Sept 2020).</li></ul> |
| **Year 1** | <ul><li>Attainment data in R, W and M has increased since baseline.</li><li>92% of chn have made expected progress from baseline in reading, writing.</li><li>100% of chn have made expected progress in maths with 17% EXC.</li><li>Gaps between PP and non-PP are decreasing for both maths and writing EXP.</li></ul> | <ul><li>1 child has not achieved as predicted since baseline in reading and writing – other educational needs being explored.</li><li>Although chn have made expected progress, attainment is lower for PP/FSM chn, R-50%, W-50%, M-58%.</li><li>GAP of 24% in R compared to non-PP/FSM chn. This may have improved over the Summer term, but will continue to be affected by the C10 pandemic. Reading focus for transition into Y2.</li></ul> |
| **Year 2** | <ul><li>Attainment has improved for reading and writing for PP/FSM chn from baseline.</li><li>95% of chn have made expected progress from baseline in reading.</li><li>90% of chn have made expected progress from baseline in writing.</li></ul> | <ul><li>6 chn have not achieved as expected since baseline in maths.</li><li>Progress from baseline in maths is at 71%.</li><li>Progress from end of EYFS is lower, R-71%, W-67%, M-62%. Maths will need to be a focus as the children transition into Y3.</li></ul> |
| **Year 3** | <ul><li>Chn are making strong progress from baseline in reading and writing.</li><li>Gaps between pp and non-PP have closed again since Aut term with PP chn out performing non-PP chn in W and M.</li></ul> | <ul><li>3 chn have not achieved as predicted since baseline.</li><li>Progress from baseline in maths is 71% and has slipped slightly since Aut 2.</li><li>Progress from previous key stage is less than expected. R: 79%, W: 57%, M: 79%.</li><li>Gaps between PP and Non-PP EXC increased from baseline percentages. Writing will be a focus for transition into Y4.</li></ul> |
| **Year 4** | <ul><li>Making strong progress from baseline in R, W and M.</li><li>In reading, writing and maths, chn are making expected progress from previous key stage.</li><li>Gaps between EXP PP and non-PP reading have decreased</li><li>Gaps between EXC PP and non-PP in reading and maths are closing</li></ul> | <ul><li>5 chn have not achieved as predicted since baseline</li><li>Gaps between EXP PP and non-PP are greater in writing and maths.</li><li>Attainment in R, W and M has decreased since baseline.</li><li>Writing to be a focus for transition into Y5, with the English lead supporting/being part of the new Y5 teaching team.</li></ul> |
| **Year 5** | <ul><li>Attainment in reading and maths EXP and EXC has increased since baseline.</li><li>All chn have made expected progress in R from baseline</li><li>83% of chn are making expected progress from baseline in writing and 94% in maths</li><li>The gaps between PP and non-PP in both EXP in reading and writing are closing.</li></ul> | <ul><li>3 chn have not achieved as predicted since baseline.</li><li>Attainment in writing has decreased since baseline.</li><li>Writing will be a focus as the children transition into Y6, with the T&L lead being part of the Y6 teaching team.</li></ul> |
| **Year 6** | <ul><li>Progress from baseline data is strong in R and M with 100% of chn making expected progress</li><li>Progress from previous key stage for EXP chn is strong in R and W</li><li>GAPs are closing in R, W and Math EXP and EXC</li></ul> | <ul><li>1 child has not achieved as predicted since baseline</li><li>Although chn have made expected progress, attainment is lower for PP/FSM chn, R-56%, W-56%, M-67%.</li><li>Progress data from previous key stage is less than expected in Maths at 76%.</li></ul><br><span style="color:red">The data for PP/FSM children may have improved but due to C19, it was not possible to increase attainment further.</span> |

## 2020-21

| Allocation: | £174,850.00 (pupil Premium)<br>£14,070.00 (Post Child Looked After Funding) |
|---|---|

| How funding is being spent | Cost (£) | How/when measured | Impact |
|---|---|---|---|
| **Post Child Looked After:**<br>Examples of provision*<br>• Dare 2 Dream (mentoring)<br>• Nurture interventions (in school)<br>• Drawing and Talking Therapy<br>• Intervention (in school)<br><br>*other provision may be suggested via PEP/ePEP | £14,070 | 100% of pupils feel more positive about school<br><br>Improve PP attendance to 96% (national)<br><br>Reduce Behaviour incidents by at least 50% (2018-19 recorded 115 incidents)<br><br>100% of supported children make at least expected from their own starting points | |
| Nurture Provision for pupil premium children that also require bespoke behaviour, social skills, confidence building support | £16,000 | Boxall Profile scores improve (by progressing towards the 'normal indicators') by the end of the Nurture course<br><br>100% of pupils feel more positive about school by the end of the Nurture Programme<br><br>All Nurture pupils have demonstrated at least a 50% reduction in behaviour incidences following the programme | |
| Curriculum training with a focus on improving outcomes for disadvantaged pupils | £10,000 | Middle leader training to improve the quality of provision and outcomes for disadvantaged pupils (especially in English and oracy) – x3 staff (including cover) | |
| | £3000 | Senior leader training to improve the quality of provision and outcomes for disadvantaged pupils (especially in English and oracy) – x1 staff | |
| | £2000 | Subject specific CPD for subject champions, focusing on diminishing the gap, especially for disadvantaged learners | |
| Improve oracy in Nursery and Reception through Wellcomm Interventions<br><br>Improve Oracy across the school (particularly in KS2) for children with SALT | £4000 | At least 80% of EYFS cohort achieve ARE in communication/Oracy skills<br><br>At least 100% achieve their SALT targets throughout the year | |
| Improve outcomes for Phonics in Y1 for disadvantaged learners | £5000 | Improve the number of disadvantaged pupils achieving a pass in the Y1 Phonics Screen from 46% (2019) to at least 60% (no phonics screen results in 2020 due to C19) | |
| Learning mentor to focus on and improve the attendance and behaviour of Pupil Premium groups (incl. daily calling/home visits to ensure pupils attend school)<br><br>Bespoke workshops for 'vulnerable' pupil premium pupils to support learning, social skills, confidence and attendance | £20,000 | Improve PP attendance to 96% (national)<br><br>Reduce PP Persistent Absence from 37.5% to at least 25%<br><br>Reduce Behaviour incidents by at least 50% (2018-19 recorded 115 incidents) | |

| | | | |
|---|---|---|---|
| Individual and bespoke family support | £30,000 | 80% of parents feel well supported<br><br>100% of pupils feel more positive about school<br><br>Number of Early Help support re-opened to reduce by 20%<br><br>At least 50% of parents attend at least 1 supportive course run by the school | |
| 1:1 SEND support (non-LA funded) | £22,726 | 100% of supported children make at least expected from their own starting points | |
| Daily targeted intervention delivered to targeted PP pupils (non-LA funded) in order to make accelerated progress | £38,124 | At least 100% of targeted PP children make expected progress across the school.<br><br>At least 70% of targeted PP children make at least accelerated progress. | |
| PP pupils attend at least 1 before or after school club during the year | £6,000 | At least 30% attend at least 1 school run club/activity at least once in the academic year (was 25% 2018-19) | |
| Subsidy towards trips/residential visits | £5,000 | PP children attending school trips is at least 95% (not including swimming)<br><br>PP children attending Y5 residential trip is at least 75%<br><br>PP children attending Y6 residential trip is at least 75% | |
| Parents of Pupil Premium Children will be given access to £100 (per child) to support with paying for:<br><br>1. Uniform purchases via the school<br>2. Music lessons via the school<br>3. School-run extra-curricular activities (e.g. sports club) | £13,000 | 100% of children access the £100 for at least 1 of the suggested criteria | |

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|---|---|---|---|---|---|---|
| | PP | Non-PP | PP | Non-PP | PP | Non-PP |
| Year 6 () | | | | | | |
| Year 5 () | | | | | | |
| Year 4 () | | | | | | |
| Year 3 () | | | | | | |
| Year 2 () | | | | | | |
| Year 1 () | | | | | | |
| Reception () | | | | | | |
| **Total:** | | | | | | |

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