

## Pupil Premium 2020-2021

Total number of pupils on roll - 576

Total number of pupils eligible for Pupil Premium Funding - 125

Total number of pupils eligible for Looked After Children Funding - 0

Total amount of Pupil Premium Funding received £158,710

Looked After Children Allocation £0

### Barriers to future attainment and progress:

- Poor understanding of foundational skills in R, W, M
- Needs not always met within the class teaching
- Little aspiration for reading
- Limited experience of wider opportunities
- Lack of confidence
- Families on low income

### Planned expenditure to address barriers for 2020/21 includes:

Barriers	Priority	How this will be addressed	How impact will be measured	Impact from September 2019 – March 2020	2020-2021
Poor understanding of foundational skills in R, W, M	Improve levels of attainment and progress in R, W and M	Outstanding teaching and learning in all classrooms	Pupils attainment and progress in line with their peers	See interim data below – too early to assess the impact	Continue
		Additional teachers to reduce sizes of sets in English and maths in Y6	Teachers have fewer pupils and can support them individually and more frequently in lessons	Pupils more supported as class sizes reduced – too early to assess the impact	Not continued
		Additional support staff in classrooms to support targeted pupils	Pupils attainment and progress in line with their peers	See interim data below– too early to assess the impact	Continue
		Daily homework for reading, writing and maths to improve knowledge of foundational skills	Pupils more confident and secure with foundational skills	Pupils more confident with foundational skills	Continue
		Fast Maths and Times Tables Rockstars challenges to improve knowledge of multiplication tables	Pupils knowledge of multiplication tables is improved	Multiplication tables improved– too early to assess the impact	Continue
		Purchase and administer a more accurate reading assessment	Teachers aware of reading attainment and identify gaps for future teaching and learning	Assessments were only undertaken in the autumn term	Continue

		Fluent reading and writing timetabled to improve fluency	Pupils more fluent in reading and writing	Reading fluency improved – too early to assess the impact	Continue
Needs not always met within the class teaching	Improve levels of attainment and progress in R, W and M	Extra reading for targeted pupils at break times with teaching assistants	Pupils reading fluency and comprehension is improved	See interim data below – too early to assess the impact	Continue
		Conferencing sessions run by class teachers for reading, writing and maths	Pupils attainment and progress in line with their peers	See interim data below – too early to assess the impact	Continued for Y5 and Y6
		Interventions by teachers for pupils not on track	Pupils attainment and progress in line with their peers	See interim data below – too early to assess the impact	Not continued
		HLTA/ TAs to run interventions for targeted pupils across the school	Pupils attainment and progress in line with their peers	See interim data below – too early to assess the impact	Continue
Little aspiration for reading	Instill the love of reading	Embed reading across the curriculum	Pupils have greater access to a range of text types and subjects to interest them	All foundation lessons have a reading lesson at least once per unit	Continue
		Use the reading corners in classrooms and lobbies	Pupils read for pleasure	Reading corners have a wide range of books for pupils to enjoy	Continue (when Covid safe)
		Weekly library sessions and library books issued	Pupils have access to a wider range of books to instill the love of reading	Pupils have access to the library weekly	Continue
Limited experience of wider opportunities	Provide extensive enrichment activities that broaden the curriculum and raise aspirations	Specialist teachers for PE, music and ICT	Pupils are motivated and learning is enriched	Specialist teachers delivered lessons – pupils were motivated and learning was enriched	Continue for PE and ICT
		Visitors and speakers to inspire pupils	Pupils aware of inspirational achievements and have a richer understanding of the world	All planned activities on the enrichment overview took place	Continue (when Covid safe)
		Enrichment activities (see enrichment overview)	Pupils participate in a range of activities to broaden their knowledge and understanding	All planned activities on the enrichment overview took place	Continue (when Covid safe)
		Challenge Programme - Extra-curricular	Pupils participate and have a broad	All planned activities on the enrichment	Continue (when Covid safe)

		clubs (see timetable)	and balanced curriculum	overview took place	
Lack of confidence	Support pupils in becoming inspired, confident and resilient learners	Purchase Boxall intervention programme for pupils with emotional and behavioural needs	Well-being, emotional and behavioural needs are addressed and self-esteem raised	Identified pupils had assessment and strategies were put in place	Continue
		Training for staff to administer Boxall and interpret the data	Staff have expertise to support pupils with emotional and behavioural needs	Staff trained in September 2020	Continue
		Identify pupils with needs	Social skills and nurture groups to support identified pupils	Identified pupils attended groups	Continue
Families on low income	Support families who have disadvantages	Breakfast club	Pupils have a healthy start to the school day	Breakfast club open for all year groups	Continue
		Homework club	Pupils have a calm, purposeful environment to complete homework tasks	Homework club open for all identified pupils	Continue (when Covid safe)
		Support families with payment for music tuition	Pupils learn to use musical instruments	Payments were given for music tuition for identified pupils	Continue
		Financial assistance for trips, visits and residential	Pupils have access to a wide range of activities to give them a rich and broad curriculum	Financial assistance given to identified pupils	Continue
		Provide financial assistance with uniform to support families	Pupils feel confident with their appearance and self-esteem is raised	Financial assistance given to identified pupils	Continue

The impact of all the above will be reviewed termly and adapted as necessary.

#### Review and impact of expenditure 2018-2019:

- An allocated HLTA to run interventions for targeted pupils across the school
- Additional support staff in classrooms to support targeted pupils
- Extra reading at break times with teaching assistants to ensure targeted pupils are heard to read regularly throughout the week
- Additional teachers to reduce sizes of sets in English and Maths to allow teachers to support pupils individually more frequently in lesson times
- Additional teaching of reading and mathematics for target pupils in Y6 to ensure attainment is improved
- Interventions and target groups run by additional teachers to focus on targeted pupils
- Conferencing sessions run by class teachers for reading, writing and maths to improve attainment and progress
- Breakfast and Homework clubs to give targeted pupils a healthy start to the school day
- Financial assistance for visits and residential trips to support families
- Financial assistance with uniform to support families
- Support with payment for music tuition to support families

- Enrichment provision including trips, residentials, workshops, theatre groups to give the pupils a broad curriculum and a rich understanding of the world
- Extra-curricular clubs before school, lunchtimes and after school to allow the pupils to have a broad and balanced curriculum
- Specialist Teachers for Music, PE and ICT to enrich the pupils learning

Families supported financially for trips, visits, uniform, music tuition etc to allow pupils to have a broad curriculum and a richer understanding of the world. Pupils were inspired and felt confident as a result of this support.

Attainment for the expected standard for all pupils was 55.4%, all pupils not disadvantaged 59.1%, disadvantaged 40% - the gap is -19.1.

Attainment for the higher standard for all pupils was 8.1%, all pupils not disadvantaged 7.8%, disadvantaged 9% - for higher standard the gap is +1.2

Disadvantaged pupil performance for last academic year (2018-2019)	
Measure	Score
Meeting expected standard at KS2	40%
Achieving high standard at KS2	9%

Disadvantaged pupil progress scores for last academic year (2018-2019)	
Measure	Score
Reading	-3.4
Writing	-1.3
Maths	-3.9

End of KS2 - Internal data for September 2019 to March 2020		
% making expected or better than expected progress		
	All pupils	Pupils eligible for PP
Reading	74%	68%
Writing	74%	70%
Maths	76%	81%