



Pupil Premium Grant Plan 2020-21

DfE Guidance on Pupil Premium Funding

The Pupil Premium was introduced in April 2011. Schools can make decisions about how to spend the Pupil Premium funding to ensure that there is a narrowing of the attainment gap.

The Pupil Premium provides funding for pupils:

- pupils who qualify for free school meals, or have done at any time in the past six years (£1345 per child)
- pupils who have a parent serving in the armed forces (£310 per child)
- pupils who are in the care of, or provided with accommodation by an English local authority (LA) (looked after children LAC) (£1,800 per child)
- pupils who were looked after by an English or Welsh local authority before being adopted, or who left care on a special guardianship order or child arrangements order (Post LAC) (£2345 per child)

Schools are held accountable for the spending of these monies, and performance tables will capture the achievement of disadvantaged students covered by the Pupil Premium.

Funds Available

Number of pupils and pupil premium grant (PPG) received 2019/20

Total number of pupils on roll	195
Percentage of pupils eligible for PPG	31.79%
Total amount of PPG received 2019/20	£67,320
Early Years Pupil Premium	0%
LAC/PLAC Pupil Premium – linked to PEP's	0%

Number of pupils and pupil premium grant (PPG) received 2020/21

Total number of pupils on roll	176
Percentage of pupils eligible for PPG	22.16%
Total amount of PPG received 2020/21	£72,630
Early Years Pupil Premium	0%
LAC/PLAC Pupil Premium – linked to PEP's	0%
Percentage of SEND Pupil Premium children	4.5%
Percentage of EAL Pupil Premium children	23%

Impact Analysis

Due to the COVID-19 Pandemic there is no formal data for the academic year 2019/20

Pupil Premium Plan 2020/21

The key objectives:

The school's strategy for the 2020/21 year aims to address the following barriers to educational achievement among its pupils eligible for pupil premium:

- Mental Health and Wellbeing
- Attainment Gap
- SEND basic skills
- Parental Engagement
- High Ability Attainment

Spending is reviewed at regular intervals for each objective to ensure it is in line with our expectations and the proposed plan has been left Pupil premium target outcomes are set and data is tracked and analysed termly as part of pupil progress monitoring cycle.

Evidence supported by Education Endowment Trust EET

<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/>

Barrier 1 Mental Health and Wellbeing	
Key Objective 1.	
Systematically improve the mental health and wellbeing of pupils, staff and families.	
<p>Action</p> <ul style="list-style-type: none"> • Commando Joe's • New Mental Health and Wellbeing Programme • Family Liaison Manager supporting and signposting families • Zones of regulation trained staff • Play therapist • SSC staff trained in narrative therapy, social stories, social skills and social communication. <p>Total cost:</p> <p>Family Liason Manager 0.6FTE – £18,484</p> <p>Play Therapist – £3,250</p>	<p>Rationale</p> <p>To provide a range of support for all pupils to ensure participation and enjoyment both within school and the wider community.</p> <p>To support those with additional needs to ensure the children are ready to access learning to their maximum capability. Priority given to attachment and emotional wellbeing.</p> <p>Interventions seek to improve pupil's interaction with others and self-management of emotions rather than focusing directly on the academic or cognitive elements of learning. This leads to a greater engagement in learning and social relationships in school.</p> <p>Many of the above activities involve collaborative learning experiences with a high level of physical and often emotional challenge. Practical problem solving and explicit reflection and discussion of thinking and emotion. All these aspects have a positive effect on outcomes</p> <p>Education Endowment Foundation EEF:</p>

- Social and emotional learning +4 months
- Behaviour interventions +3 months
- Outdoor adventure learning +4 months

Success Criteria:

Classrooms represent the culture and ethos of a school that prioritises MH &W.

School is calm and orderly, with staff communicating proactively/consistently the behaviour expectations and supporting pupils who are not regulated.

The school culture encourages an understanding and openness about mental health and well-being.

Pupils are ready to embrace challenges and have the knowledge and skills to make informed decisions about their wellbeing, health and relationships.

The school is a vibrant place to be, where individualism, culture and tolerance is embraced and celebrated.

Families are well supported by school and signposted to other agencies

Staff

All staff, TA's, Family Liaison Manager, Play Therapist and Commando Joe's

Monitoring and Evaluation:

Bi-termly SEND and Pupil Welfare meetings to monitor and evaluate pupil progress, wellbeing and school attendance.

Staff and pupil voice questionnaires.

Review:

Barrier 2 Attainment gap

- Basic Skills
- COVID response

Key Objective 2.

Raise **attainment and progress in English and mathematics** so that each child makes accelerated progress including:

- a) closing the attainment gap with non-pupil premium peers;
- b) ensure a greater % of pupil premium pupils are on track to higher standard/greater depth in reading, writing and maths by the end of the key stage;

c) Increasing the conversion of middle achievers to greater depth.

Action

- Accelerated reader
- year 6 boosting
- EAL interventions
- TA targeted interventions

Total cost:

Accelerated Reader £1,901

New Reading books £600

HLTA 1.4 FTE £42,529

Rationale

- Access to accelerated reader will provide targeted reading both in and outside school.
- The effective deployment of classroom staff is critical in ensuring that every child reaches their full potential. Clarity of teacher & TA roles.
- Involvement from TA's in lesson planning.
- Addressing and targeting barriers to learning for specific individuals.
- Experienced teacher and TA's supporting specific individuals in small groups and individually.
- Provision of individual packs for targeted learning based on regular testing.
- Groups removed for interventions leaving smaller class sizes.
- There is consistent evidence in a number of studies that EAL vocabulary interventions particularly oral language, comprehension and reading are effective and have a great impact.

Education Endowment Foundation EEF:

- Feedback +8 months
- Reading comprehension strategies +6 months
- Collaborative learning +5 months
- One to one tuition +5 months
- Small group tuition +4 months
- Mastery learning +5 months
- Oral language interventions +5 months
- Phonics +4 months

Success Criteria:

Pupils can talk about their individual next steps.

Teachers lead the pupil progress process and can effectively target pupils and groups to make accelerated progress.

Planning is targeted with clear support and challenge.

Pupils are appropriately challenged and supported to make accelerated progress from their individual starting points.

Pupils make accelerated progress from their assessed starting points in reading, writing, SPAG and Mathematics

Staff

Class teachers, TA's, English and maths leads, EAL lead

Monitoring and Evaluation

Regular pupil progress meetings.

'Testing the System' monitoring and evaluation strategy.

Review

Barrier 3 SEND basic skills

Key Objective 3.

To raise attainment and progress in basic skills for all SEND Pupil Premium children.

Action

- TA's interventions
- SALT
- Educational Psychologist
- Lego therapy
- EAL interventions

SSC staff trained in:

- Colourful semantics
- Vocabulary skills
- Thinking skills
- Listening comprehension
- Communication friendly environments
- Introduction to speech sounds
- Narrative therapy
- Listening and attention skills

Total cost:

Educational Psychology £5,880

Rationale

- Interventions matched to specific pupil needs are effective, particularly when delivered through 1:1 or small group support.
- Communication and language approaches are effective for developing young children's expressive vocabulary and early reading skills including spoken language skills. Furthermore, phonic approaches have been consistently effective in supporting younger reader to master the basics of reading.
- There is consistent evidence in a number of studies that EAL vocabulary interventions particularly oral language, comprehension and reading are effective and have a great impact.

Education Endowment Foundation EEF:

- Feedback +8 months
- Reading comprehension strategies +6 months
- Collaborative learning +5 months
- One to one tuition +5 months
- Small group tuition +4 months
- Mastery learning +5 months
- Oral language interventions +5 months
- Phonics +4 months

Success Criteria:

SEND pupils make good progress from their starting points and against their personalised targets
Staff : SSC staff, TA's, SALT and Educational Psychologist, Class teachers
Monitoring and Evaluation Bi-termly SEND and Pupil Welfare meetings to monitor and evaluate pupil progress, wellbeing and school attendance. Regular updates of child on a page and EHCP with all staff involved with the child.
Review

Barrier 4. Parental Engagement	
Key Objective 4. To increase parental engagement in all aspect of school.	
Action <ul style="list-style-type: none"> • Parent education classes • Coffee mornings (post COVID) • Remote and home learning resources • Cultural celebrations • EWO and pastoral team • EAL lead Total cost:	Rationale <ul style="list-style-type: none"> • Parents better able to support children and gain access to employment themselves. • Increased community links. • Two recent meta-analyses from the USA suggested that increasing parental engagement in primary and secondary schools had on average a two to three months impact. There is some evidence that supporting parents with their first child will have benefits for siblings. Parents own aspirations also appear important for pupil outcomes raising their children's aspirations and achievement over the long term. <p>Education Endowment Foundation EEF:</p> <ul style="list-style-type: none"> • Parental engagement +3 months
Success Criteria	

Effective communication is in place between school and home.

Parental involvement in school activities is improved.

Pupil Premium attendance is at or above the national average

Staff

PP lead, SEND and Pupil Welfare Team, (Hardman Centre, EWO).

Monitoring and Evaluation

Parent feedback and Parent Voice questionnaires

Parent attendance

Review

Barrier 5. High Ability Attainment

Key Objective 4.

To raise attainment and progress in basic skills for all high ability Pupil Premium children.

Action

- Accelerated reader
- Teacher and TA small group boosting
- 11+ sessions

Rationale

- Access to accelerated reader will provide targeted reading both in and outside school challenging HA pupils.
- The effective deployment of classroom staff is critical in ensuring that every child reaches their full potential. Clarity of teacher & TA roles.
- Involvement from TA's in lesson planning.
- Addressing and targeting barriers to learning for specific individuals.
- Experienced teacher and TA's supporting specific individuals in small groups and individually.
- Provision of individual packs for targeted learning based on regular testing. These should challenge children and support them in the attainment of their potential.
- There is consistent evidence in a number of studies that EAL vocabulary interventions particularly oral language, comprehension and reading are effective and have a great impact. These will enable HA EAL children to attain their potential.

Education Endowment Foundation EEF:

- Feedback +8 months
- Reading comprehension strategies +6 months
- Collaborative learning +5 months
- One to one tuition +5 months
- Small group tuition +4 months
- Mastery learning +5 months
- Oral language interventions +5 months

Success Criteria:

Increase in Pupil premium children achieving Greater Depth in maths, writing and reading.

Staff:

Class teachers, TA's, PP lead

Monitoring and Evaluation

Regular Pupil Progress meetings.

Review