



## **Pupil Premium Strategy 2020-21**

The school publishes the following overview to show how Pupil Premium is being spent within our school and the impact on increasing pupil progress, however, due to small numbers we are careful to maintain confidentiality. An action plan for pupil premium is reviewed termly by governors and progress and attainment of pupils is rigorously tracked.

The main barriers to educational achievement faced by eligible pupils are:

- The attendance of some disadvantaged children is lower than the school average and where this is the case it has a significant impact on their progress and attainment.
- Baseline assessment in the Early Years shows that some pupil premium children's communication, personal social and emotional and literacy skills can be below typical on entry.
- Various factors, have resulted in some children having low self-esteem or significant social and emotional needs.
- OHome life and circumstances can have an impact on children's wellbeing and attainment.

### **Planned Expenditure for 2020-21**

Total funding received for this academic year 2020-21 = £18,485

Total number of pupils: 202

Number of pupils eligible for pupil premium: 12

### **Key objectives for pupil premium funding:**

- To continue to increase the number of disadvantaged children making consistently strong progress in reading, writing and maths to diminish the difference in attainment between disadvantaged and non-disadvantaged children.
- To continue to increase the overall attendance of disadvantaged children so that the difference between disadvantaged and non-disadvantaged pupils is diminished.
- To promote disadvantaged children's positive mental wellbeing, improve their self-esteem and resilience, and to reduce anxiety, all of which may have been affected by Covid-19.
- To provide disadvantaged children with an enriched curriculum, so that no children are missing opportunities.

Desired Outcome	Action	Rationale	Cost	Impact
<p>Our most able children make at least good progress from their starting points and sustain their high level of attainment.</p>	<p>A Teaching Assistant regularly supports a small group to provide further challenge and enrichment in maths through reasoning and problem solving.</p> <p>A Teaching Assistant regularly supports a small group in English to write for effect, meeting the purpose and audience and extending vocabulary and punctuation through a wider range of genres.</p>	<p>A very small minority of children in receipt of pupil premium have high starting points. We want to ensure they make sufficient progress over KS1 and KS2 to attain greater depth/high score.</p>	<p>£3295</p>	
<p>To increase children's attainment by improving their self-esteem, promoting positive wellbeing and developing resilience.</p>	<p>Provide regular 1:1 or small group sessions with an Emotional Literacy Support Assistant in an appropriate designated room with a wide range of resources. All children to follow the My Happy Mind curriculum with additional 1:1 and small group sessions if required. Continue to train ELSAs and have access to regular ELSA supervisions to ensure the best quality and most appropriate support is given to our children.</p>	<p>Children who have been affected by circumstances and experiences at home, including those caused by Covid-19, may have low self confidence and struggle with social and emotional skills including high levels of anxiety. They need support to develop a positive well being in order to achieve their potential.</p>	<p>£1,521</p>	

<p>To increase the number of children attaining the expected level for their age.</p> <p>To help children to make greater than expected progress so that they are achieving closer to the expected standard and the difference in attainment between disadvantaged and non-disadvantaged children is diminishing.</p>	<p>An additional skilled teaching assistant withdraws children to work 1:1 or in small groups to focus on children's areas for development in English and maths lessons so as to accelerate progress and raise attainment. Children to receive high quality in class support from a skilled teaching assistant who works alongside them in English and maths to accelerate progress and raise attainment. 1:1 or small group intervention programmes and booster groups to raise attainment in English and maths delivered by a skilled Teaching Assistant.</p>	<p>It is important that we provide additional support and interventions to children so that they can catch up with their peers and any learning that was missed due to the summer lockdown. We want pupil premium children to be attaining in line with non pupil premium children.</p>	<p>£16,473</p>	
<p>If residential visits are allowed to go ahead, ensure all children have access to them to develop their independence and social skills.</p>	<p>School will fund the cost of residential visits for pupils who are in receipt of free school meals.</p>	<p>No child is to miss out on an extra curricular activity due to financial difficulties. Residential visits have such a positive impact on children's confidence and self esteem.</p>	<p>£870 (but may need reviewing if residential are not allowed due to Covid-19)</p>	
<p>To provide disadvantaged children with the cultural capital they need to succeed in life.</p>	<p>Encourage children to attend extracurricular activities and fund if needed.</p>	<p>For various reasons, some children do not have access to the same experiences out of school,</p>	<p>£1000</p>	

	When necessary, fund educational visits for FSM children. Contribute to music/singing lessons if appropriate.	as others. It is important that they have all the knowledge and cultural capacity to achieve well and be the best that they can be.		
To further diminish the difference in attendance between disadvantaged and non-disadvantaged children. To improve the attendance of disadvantaged children identified as persistent absentees.	Check registers daily and log absences for PP children. Make contact by phone if necessary and record information as appropriate. Each half term produce a report and analyse attendance of disadvantaged and non-disadvantaged pupils. Actions and support are swiftly put in place to improve attendance to above 90% and closer to the school average of 97%. Access support from the Family support Worker and seek advice from the Education Welfare Team.	A number of disadvantaged children have attendance well below the school average. This impacts significantly on their attainment and progress as well as their emotional wellbeing and social relationships with peers. To improve academic attainment and progress, levels of attendance must improve.	£811.20	
<b>Total Planned Spend to date.</b>			<b>£23,970.20</b>	

**The school's pupil premium strategy will be reviewed January 2021/ July 2021**

How we will measure the impact of pupil premium:

- Has the percentage of disadvantaged children making consistently strong progress in reading, writing and maths increased?

- Has the gap in attainment at the expected standard in reading, writing and maths diminished between disadvantaged and non-disadvantaged children?
- Is the gap in attendance between disadvantaged and non-disadvantaged children further diminished?
- Have disadvantaged children's mental wellbeing, self-esteem and resilience been improved?
- Have disadvantaged children been provided with an enriched curriculum?