

# Pupil premium grant expenditure and strategy:

September 2019 – March 2021

## Overview of the school

Number of pupils and pupil premium grant (PPG) received			
Total Pupils on roll (Autumn census 2019)	241	Total Pupils on roll (Autumn census 2020)	240
Total number of pupils eligible for PPG (Jan 2019)	100 (41.49%)	Total number of pupils eligible for PPG (Jan 2020)	110 (45.83%)
19/20 PPG rates per eligible pupil: £1300 FSM ever 6 £300 service child £2300 CLA		20/21 PPG rates per eligible pupil: £1345 FSM ever 6 £310 service child £2345 CLA	
<b>Total amount of PPG received (Academic Year) 19/20</b> <i>(Based on 7/12ths of £132000 19/20 Finance year)</i>	£77,000	Total amount of PPG received 2020/21 Financial year	£147,950 FSM £2321 CLA £310 service

## Performance Data

Due to the Covid19 pandemic, and subsequent school closures and the cancellation of assessments the data and analysis below is based on the 2018/19 academic year as this is the last full year in which it has been possible to measure progress. As soon as possible pupils will be assessed and targets and interventions made based on where the pupils are following the period of blended learning in the Spring term.

<b>Performance</b> (pupils eligible for free school meals, service children, or in local authority care for at least six months)				
<b>This table shows school and national data (NAT) for Pupil Premium (FSM6) at the end of Key Stage 1</b>				
Percentage % <b>Higher than National standards</b>	2019			
	Expected+		Greater Depth	
	NAT	School	NAT	School
Reading	62	85	14	48
Writing	55	70	7	15
Mathematics	63	70	12	33
Science	71		93	

**As the data above shows our PP children are currently achieving significantly above the national standards for KS1.**

## Pupil Premium children – End of KS1 July 2019

26 of 83 children in year 2 were pupil premium = 31.3%. (this was 50% last year)

18 of 87 of this cohort were PP when they started in Sept 2016

They were quite evenly spread across all the classes.

Year Two 2018/19	Class 3 Exc	Class 8 Exp	Class 7 Emg
	9/29	8/28	9/26

Tracking points	Reading		
	cohort	PP	PP =/+/-
Start	4.38	4.67	+0.29
Progress	8.37	8.09	- 0.28
End	12.75	12.76	-0.01

	Writing		
	cohort	PP	PP =/+/-
Start	4.54	4.72	+ 0.18
Progress	7.77	7.43	-0.34
End	12.31	12.15	-0.16

	Maths		
	cohort	PP	PP =/+/-
Start	4.3	4.44	+ 0.14
Progress	8.34	8.06	-0.28
End	12.64	12.5	-0.14

	Science		
	cohort	PP	PP =/+/-
Start	4.18	4.39	+ 0.21
Progress	9.07	8.84	-0.23
End	13.25	13.23	-0.02

As the data above shows all children started significantly below the expected standard for their age (expected is 6 points) with children varying from 4.18 to 4.72 points. This is from 1.28 to 1.82 points below the expectation.

More than one whole point is considered to be a significant gap.

The data shows that there is very little difference between the starting points for our PP children and their cohort, (between 0.14 to 0.29) with the PP children slightly higher than the cohort. There is also very little difference between the end points (0.01 to 0.16) with the PP children very slightly lower. The difference in the progress of the PP group is 0.23 to 0.34 points less than the cohort. This is still a very small difference, but must be monitored, as the trend is usually that the PP children make very slightly more progress. This cohort does include one PP child with significant delay, currently undergoing tests for ASD.

The expected progress is from 6 points (40-60m) to 13 points (Exp 2) or 14 points (Exc 2) = 7 to 8 points over three years. 7 points would be expected, whereas above 7 points and up to 8 points or more would be above expected progress.

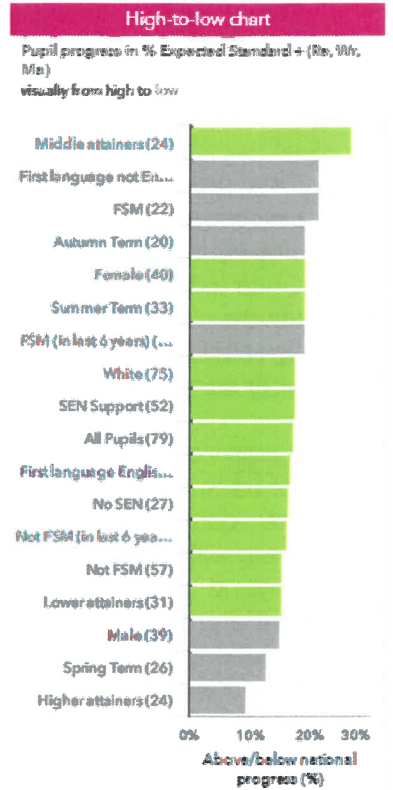
**PP children as a group have made progress of 7.43 to 8.84 points over the three years, which shows above expected progress in all four subjects. This is significantly above in Reading, Maths and Science.**

## FFT Aspire data: Pupil Premium/FSM's groups.

FFT data shows that our FSM groups and FSM6 groups achieve significantly above National standards. FSM 21.33% above and FSM6 18.95%.

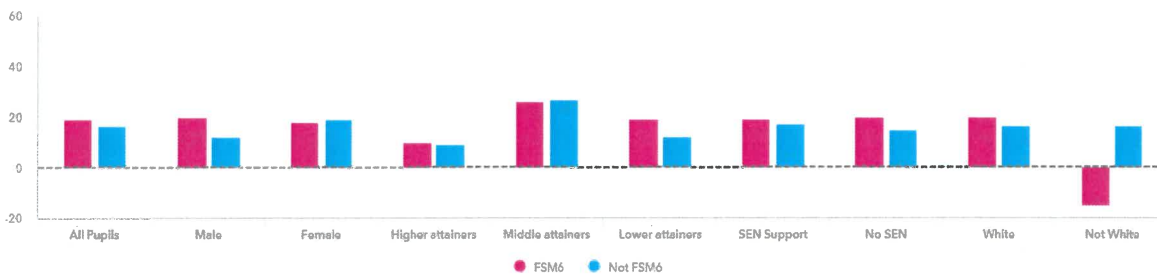
Our FSM group is our third highest achieving group from the eighteen groups listed who all achieve above National Standards. The FSM6 group is the seventh highest achieving group.

The table below compares our FSM6 pupils to not FSM6 pupils to show any progress gap. We can see that in seven out of ten groups the FSM6 children have achieved more progress than the not FSM6 group. In the final column "not white" we have no FSM6 children in this group. The other two areas where FSM6 group achieved less progress are "females" and "middle attainers".



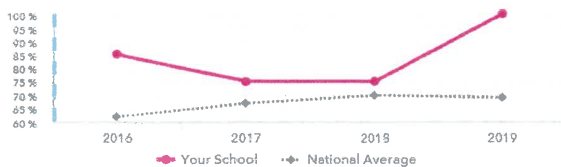
### Progress gap

% Expected Standard + (Re, Wr, Ma) ✓

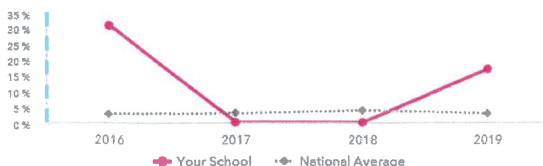


Further analysis of the girls FSM6 group has indicated that this group achieved 62% expected standard in R/W/M whilst the National average is 56%. There are thirteen girls in this group. 31% of this group achieved the higher standard. Also HNIS increased the groups progress for the twelve matched pupils by 18% (EXP) and 27% (GDS). Of the 38% who did not meet the standard (5 girls) three met the standard in at least two of the three core areas, one met the standard in one core area, all four also met the standard in science. Only one girl (7.7%) did not make the standard in any of the four areas.

Tracking points for three of the four girls we have entry data for, show that from their very low starting points they made the expected amount of progress or better. Two of them made 7 points progress in writing and 8 or 9 in the other three areas, and the other one made 8 points in writing and 9 in the other areas. The one girl that did not make the expected progress had previously good attendance in Reception and Year One, which dropped dramatically to 79.5% in Year Two with her only completing 10 weeks all year when she was here all week and on time. For 23 weeks she missed at least one or two whole days, and had "lates" in nearly all of them. HNIS was supporting the family with the attendance and other pastoral issues, on top of which she had SEN and was being supported by the LSS. Bearing that in mind we were still able to help her make 31 months progress across the three years, for SEN children at least 30 months would be the expected progress at HNIS.



The Middle Attainers FSM6 group consists of 6 pupils. 100% of this group achieved the Expected standard in R/W/M as did 100% of the Middle Attainers who are not FSM6 group. The National Average is 69%. 17% of our Middle attainers achieved the higher standard where the National average is 3%.



Overall we can see that PP children have made good or better progress with the Higher Attainers and the Middle Attainers all meeting their age related expectations, and the Lower Attaining group all making expected or better progress.

Therefore from analysis of this data we can conclude that we have successfully identified and targeted this vulnerable group of children providing them with good teaching and targeted use of the PP funding to begin to close any gaps and also to improve the outcomes for these children compared to their peers.

Pupil premium children are initially identified in Nursery or Reception. They are known to their class practitioners. Key workers target them for additional pastoral care and reading, and their progress is closely tracked half termly over the year, and reviewed by the SLT.

Once in Key Stage One all of the PP children receive extra support in reading from a trained reading teacher. This is on top of the daily sessions in their classrooms and in addition to the ARP support. Specialist music and Sports coaches give additional sessions to the PP children both in the form of after school clubs and small group or 1-1 sessions in school.

It was decided from our assessment and very detailed knowledge of our children that the best way for us to support them with this extra funding was to target the PP children with activities to raise their confidence and self-esteem, in order to raise standards across the curriculum, and to equip them with the tools to enable them to maintain these standards and progress as they move on beyond our school. The assessments from the specialist teachers show that the PP children all made progress in their personal development. In areas such as engagement in learning, independence, co-operation all PP children that were insecure moved to secure or very secure. In music and PE all PP children that were not on track to achieve the standards for their age did achieve the standards in these subjects. The grade system from the specialist PE teacher shows improvement in all PP children in areas such as behaviour, confidence, enthusiasm, team-work and skill, with the biggest improvements in confidence and skill. In music 100% of the targeted children progressed in confidence and 96% progressed in skill.

We believe that the effect of raising confidence and self-esteem for these vulnerable children is shown in their progress and outcomes in reading, writing, maths and science. This proves that we have added value for our Pupil premium children by supporting them in their personal development alongside the curriculum core areas.

Our tracking points system to show progress backs this up showing that children not on track to meet their age related expectations have for the most part met the expectation and where they have not, they have made good or better progress.

The FFT Aspire data also backs this up by showing increased progress for the Pupil Premium group (FSM6) of between 10 to 26%.

### Pupil Premium (FSM6) 2019/20

Total on roll	Total PP	Percentage
239	101	42.26%

Year group	Number	PP-number	PP-percentage
Reception	78	31	39.74% of R are PP
Year one	77	33	42.86% of Y1 are PP
Year two	84	37	44% of Y2 are PP*

#### Breakdown of Pupil premium children in classes.

REC	2SW	9WB	10EP/ED	Total	Percent
	13/27	9/26*	9/25*	31/78	39.74%

	EYFS*		Emg	Exp	Exc	Total	Percent
Y1	EP/ED 2	WB 1	BW - 10/22	MW - 8/25	CP -12/26	33/77	42.86%
Y2			KH - 15/27	MO - 12/29	SS - 10/28	37/84	44%*

## Summary of PPG spending

### Objectives in spending PPG:

1. To maintain the best support staffing levels throughout the school to support the learning of pupil premium pupils.
2. Provide support for parents in order to raise levels of attendance for disadvantages pupils
3. Improve communication and raise levels of Writing throughout
4. Continuation of Reading programme
5. Additional support for developing communication, confidence and social skills via extra-curricular activities
6. To raise levels of confidence and self-esteem
7. To encourage and improve independence and engagement in learning

### Summary of spending and actions taken:

Pupil Premium children are identified through our admission process, usually at the reception stage, and are targeted for additional pastoral care and reading, as well as small group work in fine and gross motor skills. Their progress is closely tracked half termly throughout the year and reviewed by the SLT. In KS1 children receive extra support in reading from a trained reading teacher, in addition to daily sessions and the ARP support. Specialist music and sports coaches provide additional sessions in the form of after school clubs and small group or 1:1 sessions in school. After school clubs enable children to develop a range of skills, including confidence, self-esteem, working together and sharing as well as having fun; it also enables staff to observe non-educational activities on a regular basis.

1. Levels of support staff have been maintained throughout the academic year
2. Continued employment of our own Home School Liaison Worker to more closely monitor attendance and support parents and pupils
3. Talk for Writing Programme and Resources
4. Continued employment of Specialist TA for Reading Programme
5. PE specialist to work with identified small groups and after school clubs
6. Specialist music teacher who provides extra-curricular activities for pupil premium pupils throughout the year
7. Extra-curricular activities supported by specialist teachers and teaching assistants
8. Support for Children looked after through targeted resources
9. Support for blended learning through the procurement of ICT equipment

### Record of PPG spending by item/project 2019/20 (Academic Year Sep 2019 - Mar 2020) & 2020/21 Financial year

Item/project	Cost	Objective	Outcome
Maintain support staffing levels & TAs employed beyond school day	£62,000 19/20 £106,000 20/21	Maintain levels of support required to provide effective differentiation for disadvantaged groups Pupil access to Teaching Assistants	Support staff ratios high and Key workers have time within school day to support specific needs of pupils. Due to the impact of the pandemic TA's were able to support pupils on re-opening in the summer term 2020, and provide support to vulnerable pupils attending during partial opening. Going forward the use of support staff will be important in helping disadvantages pupils to catch up.

Continue to employ Home School Liaison Worker (HSLW)	£7,056 19/20 £12,984 20/21	Provide in-house support for parents to access on a daily basis	Achieved – HSLW in post to support with attendance as well as other family issues. Liaison with vulnerable families during lockdown periods and support to get vulnerable pupils to attend during partial opening.
Continuation of Accelerated Reading Programme (ARP)	Included in TA costs above	Maintain ARP Teaching Assistant to work with targeted groups.	Continuation of reading programme to assist pupils able to target pupils for intervention.
Specialist Teacher of Music	£7,908 19/20 £14,263 20/21	To work closely with all children but particular those who are disadvantaged in order to aid the development of the whole child and to support staff	Staff - increased knowledge through curriculum input and training by specialist Children – improving social skills, independence, expression, concentration, confidence and self-esteem
Extra-curricular activities and resources  Sports club Music club	Costs included in staff costs above, as staff also involved in delivering after school clubs	PE and Music to build confidence, self-esteem and aid development of and increase communication skills	Specific groups identified for targeted support, i.e. concentration/co-ordination which has been delivered to individuals and small groups to enable them to better access curricular activities within the classroom. Specialist lessons delivered through Google Classroom through lockdown.
Learning resources (tablet, books and craft materials (CLA)  Targeted intervention (CLA)	£417  £500	Targeted resources for specific pupil needs	Support for home learning and resources to support social and emotional learning.
Chromebooks	£1455	Resources to assist with blended learning	School has better resources to help with Google Classroom and blended learning

Total PPG received Sep 2019-March 2021	£227581
Total PPG expenditure	£212583
PPG remaining	£14998 School closures in 20/21 have impacted on the opportunities for targeted spending therefore a carry forward to 2021/22 to support future spending as an anticipated fall in pupil premium numbers will reduce the 2021-22 allocation.