



Report on the use of Pupil Premium Grant September 2020

Overview

The pupil premium is additional funding for publicly funded schools in England.

It's designed to help disadvantaged pupils of all abilities perform better, and close the gap between them and their peers.

The PPG per pupil for 2019 to 2020 is as follows:

Disadvantaged pupils	Pupil premium per pupil
Pupils in year groups reception to year 6 recorded as Ever 6 free school meals	£1,345
Pupils in years 7 to 11 recorded as Ever 6 FSM	£955
Looked-after children (LAC) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority	£2,345
Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order	£2,345
Service children	Pupil premium per pupil
Pupils in year groups reception to year 11 recorded as Ever 6 service child or in receipt of a child pension from the Ministry of Defence	£310

Schools are accountable to the spending of the Pupil Premium Funding; performance tables will capture the achievements of disadvantaged students who attract the Premium.

Summary information					
Academic Year	2020-21	Allocation Apr '20	£73,975	Date of most recent PP review	Spring 2016, final review June 2016 Internal review Autumn 2018
		Ever 6 July '20	£17,485		
		Total PPF budget	£91,460		
Total Number of pupils	789	Number of pupils eligible for PP (excluding Looked After Children)	83	Date for next review of this strategy	Autumn 2020



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Principles for return to full time education September 2020

We have all experienced 'unprecedented events' over the last few months and while this development plan includes our key actions and aspirations for 20-21. Our first priority is safety of pupils, Staff and the wider community. By minimizing COVID-19 risks, balanced against the short term and long term benefits to pupils and society, of providing a high-quality, holistic education.

We value the emotional wellbeing of pupils, staff and families. We will first meet all of our children where they are on returning, both emotionally and academically. This will be our first priority, to settle them back to class, to learning and to friendships as we establish where they are academically. Then we will begin this plan. It is likely that the majority of these key areas will not begin until Autumn half-term.

Those children who have not attended school for the last 6 months may well be experiencing a range of emotions about returning to education. All staff need to be mindful of the impact that recent events may have had on children's mental health. The Educational Psychologists at County have created a 'return to school planning tool' that staff can refer to if needed. SENCO's and the Pastoral team will be mindful of the need to monitor children when they return and will provide children and staff with support when needed.

The Ed. Psych team suggest 5 key principles to help children:

- A sense of safety-ensure children and adults feel safe at all times.
- A sense of calm-encourage those children experiencing heightened emotions to return to a calm state.
- A sense of self and collective efficacy-children feel the need to have some control over what happens to them and they need to feel part of a positive group.
- Social connectedness-Adults and children need to feel like they belong to a social network who can support them.
- Promoting hope-Although things are difficult at the moment, staff and children need to feel that things will improve in the future and in the long term they will feel positive again.

As a first step to achieving this provision all staff will keep these 5 principles in our minds, in our daily provision and in our school and continue to follow this policy as a therapeutic support tool.

We will endeavor to minimise the disruption, inconvenience, and emotional distress caused by future lockdowns and absences of pupils and staff.

Principles and barriers to learning:

- We ensure that teaching and learning opportunities meet the needs of all the pupils.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We therefore reserve the right to allocate the Pupil Premium Funding to support any pupil or groups of pupils the school has identified as being disadvantaged.



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- We recognise that pupils may be subject to multiple disadvantages and that reasons for lack of progress or attainment may involve a range of factors, some of which are not easily affected by in-school actions.
- The aim of closing the gap can only be achieved where actions are planned to ensure that pupils are supported in all aspects of their learning. In particular in ensuring that we support Behaviour for Learning and obtain access to services that will bring pupils and families together and look at a holistic approach to supporting the pupils' needs.
- Pupil Premium Funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.
- While some actions focus directly on learning, other actions will be planned to support other factors which may impact on pupil achievement less directly, for example, social, emotional, cultural or economic factors.
- Interventions are continually monitored for their effectiveness and adapted accordingly.

How the funding will be spent to address the barriers and why these approaches have been taken:

Provision provided under Pupil Premium Funding includes the following strategies. All Pupil Premium interventions are aimed at improving progress moving children to at least age related expectations with a priority focus on Literacy and Maths.

For children who are meeting age related expectations the focus moves to ensuring learning is embedded and 'mastery' achieved.

For all children who attract the Pupil Premium we ensure equitable access to enrichment activities and school trips and residential. **All curriculum and enrichment activities, school trips and residential are carried out within the guidelines and current restrictions with regard to COVID-19 (see risk assessment).**

- Small group or individual work with an experienced SEN teacher in order to meet lesson learning objectives and achieve half termly learning targets.
- 1:1 teacher or teaching assistant support- we have two full time LSA's working across the school, funded directly from the Pupil Premium Funding, providing in class and 1:1 learning support. This ensures that any gaps in prior learning can be addressed and pre-teaching of upcoming learning can take place giving children firm foundations and confidence in lessons.
- Additional learning opportunities provided through trained LSAs or external agencies eg: speech and language therapy. This addresses specific learning needs individual to the pupil.
- Interventions are tracked and monitored against targets and reviewed for impact at least every half term.
- Pastoral Manager Support for children and their families throughout the school year.
- Learning Mentors to support children. This means that children can focus on their learning in lessons and develop strategies to manage their worries and navigate friendships and social situations successfully.
- Training for teachers, support staff and Learning Mentors. This ensures all staff are up to date with the latest strategies from the relevant agencies.



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- Diagnostic assessments to determine correct intervention required. This means that the most effect intervention can be identified and greatest impact ensured.
- Parental involvement and ready two way communication to encourage parental liaison with school and to enhance home learning.
- Supporting after school clubs and enabling vulnerable children to access paid clubs.
- Purchase of specific resources to enable the child to engage more fully and support particular learning needs identified. This means that all children have what they need in order to access the curriculum and make good progress.
- Funding towards the cost of sport coaches giving children the opportunity to access after school clubs.
- Funding towards school uniform (including on transition to High School) to ensure children have all they need to meet uniform expectations.
- Ensuring access to remote learning including provision of appropriate technology in the event of a local or national lockdown. If technology not available or shared between many members of a household paper copies provided and delivered as necessary.
- Ensuring continued provision of Free School Meal entitlement if local or national lockdown in the form of vouchers/ food packs as provided by WSCC. This provision is also extended to families identified as vulnerable and financially unable to meet basic needs, or in short term crisis, on a case by case basis.

How we will measure the impact of the pupil premium:

- Tracking of progress and attainment of individual children and groups against learning objectives in lessons and interventions, half termly learning targets and National Curriculum expectations in line with school Assessment Policy.
- Setting of attainment and progress targets reviewed termly.
- Shadow analysis of current against historical data to identify trends and anomalies.
- Capturing 'Pupil Voice' as part of year group monitoring activities, giving a clear picture of the learning experience for children.
- Engagement with virtual learning platforms (Dojo and Google Classroom) for homework, home learning and Remote Learning if local or national lockdown enforced.
- Attendance at extra-curricular activities.

Achievement 2019-20:

There were no statutory assessments in 2019-20.