

School vision and values

We are striving to create a bright future for all of our pupils by equipping them well.

We provide learning that will enrich lives.

We believe for all our pupils' lifelong learning matters.

Our school values: Respect, Creativity, Aspiration, Independence, Resilience, Collaboration and Curiosity

Pupil Premium Funding

Pupil Premium Funding

The pupil premium is additional funding for schools to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers.

The funding is based on whether a child is eligible for free school meals.

The Department of Education will allocate the following amounts for 2020-2021:

- £1,345 per pupil who have been recorded as being entitled to free school meals at any time from reception to Year 6. (Ever 6 FSM)
- £2,345 per pupil for Looked after children (LAC) defined in Children Act 1989 as one who is in the care of, or provided with accommodation by, a local authority
- £2,345 per pupil for children who have ceased to be looked after by a local authority because of adoption, a special guardianship order, a child arrangements order or a residence order

Service Premium

There is also additional funding for supporting children and young people with parents in the regular armed forces. This is an allocation to offer mainly pastoral support during challenging times and to help mitigate the negative impact on service children of family mobility or parental deployment.

Pupils attract the premium if they meet the following criteria:

- one of their parents is serving in the regular armed forces
- they have been registered as a 'service child' in the school census at any point since 2011
- one of their parents died while serving in the armed forces and the pupil receives a pension under the Armed Forces Compensation Scheme (AFCS) or the War Pensions Scheme (WPS)

Schools will receive £310 for each eligible pupil.

Rationale for Pupil Premium Spending

Our building blocks for tackling educational disadvantage:

1. Whole-school ethos of attainment for all

High aspiration for all

A belief that all disadvantaged pupils are capable of overcoming their personal barriers to succeed

A wide and varied curriculum which reflects the importance of cultural capital

A collective, shared vision and ambition for disadvantaged pupils

Leaders, teachers and other adults understand their role within the school's strategy

All staff are accountable for the outcomes of disadvantaged pupils

2. Addressing behaviour and attendance

A strong emphasis is placed on developing positive attitudes to learning.

The school responds rapidly to ensure behaviour management strategies are effective for pupils that need support.

Attendance is monitored regularly.

Strategies are implemented to improve absence or lateness to maximise opportunities for learning in school.

Persistent absence is rigorously challenged and proactive strategies to positively engage families are pursued.

3. High quality teaching for all

All disadvantaged pupils receive high quality teaching

Responsive on-going formative assessment is essential to ensure disadvantaged pupils make strong progress.

Professional development is focused on securing strong subject knowledge, metacognition and self-regulation.

Opportunities for talk for learning and collaborative learning are used to support learning and address gaps in understanding and vocabulary for disadvantaged pupils

4. Meeting individual learning needs

A strong understanding of the barriers to learning and how these barriers present in school. Personalised profiles are used to ensure barriers are overcome.

Learning gaps and misconceptions are identified and addressed so that pupils can secure learning domains that will enable them to catch up to meet age related expectations or increasingly work at greater depth.

Transition processes for disadvantaged pupils are carefully planned and implemented

Careful consideration is given to pupil grouping

The importance of language and vocabulary development is given high status

Interventions are additional to the entitlement to high quality teaching across the curriculum

Intervention strategies are based on individual need

5. Deploying staff effectively

Both teachers and support staff are equipped to maximise their impact and are deployed flexibly in response to the changing learning needs of disadvantaged pupils.

Resources are targeted at pupils at risk of underachievement in terms of low and high attainment.

6. Data-driven and responding to evidence

The progress of disadvantaged pupils is discussed at all pupil progress meetings and at the end of phases.

Actions are identified, implemented and reviewed within each assessment phase.

Accelerated progress must lead to higher attainment within an academic year and across the key stage.

7. Clear, responsive leadership

Leaders recognise and respond to the needs of different cohorts and pupils

Robust quality assurance processes are in place internally and externally for the provision and outcomes of disadvantaged pupils

Self-evaluation is rigorous and honest.

The effectiveness of strategies is reviewed at the end of each assessment phase and is based on internal analysis, research and best practice.

(Taken from NFER/ DfE Building blocks for raising disadvantaged pupils' attainment)

Pupil Premium Strategy Group	
Emma Thornbury	PP Lead and Deputy Headteacher
Steve Summerton	Headteacher
Helen Glendinning	SENCo
Lisa DeCarteret (LA governor)	Pupil Premium and SEND Governor

Review Dates	
Phase 1	November 2020
Phase 2	February 2021
Phase 3	May 2021
End of Year	July 2021

Current Profile 2020-2021							
Number on Roll	Number of Pupils eligible for PP	Total PP budget	FSM/ Ever 6	Service	LAC	Ever in care	EAL
235	50	£66,730	38	4	1	2	4

Cohort Profile of Pupil Premium Pupils (does not include EAL, Service or LAC pupils) 2020-2021		
Year Group	Number and % of Pupil Premium	Number and % of Pupil Premium who also have SEN
Year 3- 57 pupils	18% (10 pupils)	30% (3 pupils)
Year 4- 64 pupils	23% (15 pupils)	53% (8 pupils)
Year 5- 51 pupils	16% (8 pupils)	25% (2 pupils)
Year 6- 63 pupils	27% (17 pupils)	35% (6 pupils)

Absences 2019-2020

Internal data shows that of the 58 PP data, 36% (21 pupils) had unauthorised absences of varying length compared to 12% of non PP pupils (21/176 pupils).

Key Challenges for Pupil Premium Pupils (Linked to school rationale, internal and external barriers for learning)
<p>Barriers for learning that may affect the learning and progress of some disadvantaged pupils</p> <ul style="list-style-type: none"> • Some pupils have difficulty accessing home learning due to lack of technology and equipment and lack of support with their learning. • A significant proportion of PP children are lower attaining at KS1. A significant proportion of PP children are also on the SEN register. • Some PP children do not have a wide ranging vocabulary which impacts on progress in all areas of the curriculum • Some PP children arrive in school without a positive attitude to learning which impacts their progress across the curriculum • Some PP pupil's struggle with social and emotional needs • Some PP pupils have less access or exposure to extra-curricular activities and could benefit from educational experiences such as clubs, trips, music lessons and participation in physical activities. • The attendance of a significant number of PP pupils is under 95%. This reduced their school hours and caused them to fall behind academically & socially. • For some PP pupils, there are safeguarding concerns. • For some PP pupils, parental involvement at parents' evenings, supporting reading, spelling and homework is significantly reduced

Summary allocation of funding	Reasons for allocation	Expenditure
<p>Teaching and Learning</p> <ul style="list-style-type: none"> • Dedicated time for PP Lead to ensure that actions are monitored, supported and targeted appropriately and that teachers are well equipped to meet the needs of PP within their class through coaching, CPD and support. • Pupil Premium children to be discussed during pupil progress meetings which are held each phase, class teachers and SENCo to attend. • Maths and English leaders to work with HIAS (CPD for staff, core provision for leaders) to provide staff with up to date strategies, resources and ideas to support learning. • Additional teacher led 1:1 and group support for Maths, English and phonics • Focus on pre-teaching vocabulary and knowledge needed for some PP pupils to be able to access units of work and specific texts. • Greater focus on teaching of vocabulary to address a vocabulary gap for some PP pupils. • Teachers offer alternative appointments to parents who do not attend parents evenings • Parents Topic events and parent workshops designed to engage and educate parents on how as well as what learning is happening. • Purchasing of additional resources to support specific learning needs • School to supplement SATs revision guides for Year 6 pupils • One page profiles for PP pupils which detail barriers to learning and known personal strategies which support learning. • In case of home learning (due to isolation or national lockdown), pupils offered school laptops on loan to access learning 	<ul style="list-style-type: none"> • Maintain high profile of PP children and accountability with all staff. • Provision is targeted specifically to accelerate progress for PP children to enable them to reach their academic potential • Specific gaps in learning (at objective level) will be discussed and analysed at progress meetings. • Significant number of PP children are lower attaining at KS1 • Significant number of PP children are on the SEN register • Some PP children do not have a wide ranging vocabulary which impacts on progress in all areas of the curriculum • Additional support in order to accelerate progress of PP pupils to enable them to reach their academic potential • For some PP pupils, parental involvement at parents' evenings, supporting reading, spelling and homework is significantly reduced • Some children do not have access to technology or equipment to be able to complete their home learning. 	<ul style="list-style-type: none"> • Dedicated leadership time for PP Lead • Part of SENCo salary paid for due to number of PP pupils who have an SEND need • Covers costs for PP progress meetings • Cost of pre- and post-teaching interventions for PP pupils from CT and TAs • Specific interventions for PP pupils to support language development • Cost of resources for PP pupils with specific needs <p>Supplement (where requested) for....</p> <ul style="list-style-type: none"> • SATs revision guides • Laptops on loan • Cost of additional equipment to send home for home learning.

<ul style="list-style-type: none"> • Home learning toolkits provided to some children to enable them to access their home learning. 		
<p>Emotional, social and behavioural support</p> <ul style="list-style-type: none"> • Families contacted by the school office each day when pupils are late or absent. • ELSA to support vulnerable pupils with social, emotional and mental health needs • PSA and ELSA to run additional parent evening meetings where appropriate • PSA to support vulnerable families, including a specific drop in session at the start of the school day. • Parent coffee mornings (when allowed due to Covid restrictions) with external agencies e.g. school nursing team, behaviour support. • Whole school focus on developing positive learning behaviours to provide pupils with strategies to be more resilient, positive and reduce levels of anxiety. • School to supplement attendance at the breakfast club on school site which is run by an external agency • School to supplement equipment and uniform for PP children if requested • In the case of home learning due to a national lockdown or self isolation, adults from school to regularly communicate with children and their families to support them with their learning and their well being. 	<ul style="list-style-type: none"> • Children who have high % of absence are not achieving their potential. • Children need a positive start to the school day where they are in school on time, have time to settle before starting work and have had a breakfast so that they are able to focus in class • Some PP families benefit from support with external barriers to learning • Improve behaviour of some PP pupils to minimise impact on the learning of themselves and their peers. • Some PP children arrive in school without a positive attitude to learning which impacts their progress across the curriculum • Some PP pupil’s struggle with social and emotional needs • Some pupils need support to manage their emotions and well being during a period of lockdown or self isolation. • Some pupils struggle to motivate themselves during home learning or after long periods of absence from school. 	<ul style="list-style-type: none"> • % of PSA salary equivalent to the number of PP children. • % of ELSA salary equivalent to the number of PP children. <p>Supplement (where requested) for....</p> <ul style="list-style-type: none"> • Uniform • Breakfast club • Clubs run by external agencies

	<ul style="list-style-type: none"> •Some families need ongoing support with safeguarding issues during lockdown. •Some children also find it difficult to organise their routine and work spaces when working from home. 	
<p>Enrichment</p> <ul style="list-style-type: none"> • School to supplement payment for children to take part in activities, trips and clubs including peripatetic music lessons and swimming lessons. 	<ul style="list-style-type: none"> • Some PP pupils have less access or exposure to extra-curricular activities and could benefit from educational experiences such as clubs, trips, music lessons and participation in physical activities to broaden aspirations and provide them with a greater range of life experiences. 	<p>Supplement of 50% (where requested) for....</p> <ul style="list-style-type: none"> • Trips/visits • Residential visits • Music lesson • Clubs run by external agencies • Swimming lessons including transport costs.
Total Expenditure		£66, 730

The impact of the funding allocations and improvements outlined in the PP strategy 2019-2020

Teaching and learning

- **Attainment**
- **Progress**

There is no KS2 data to share due to the pandemic.

Autumn term

Staff have increased understanding and ownership of the data in order to better support PP children.

Monitoring of pupil premium has been incorporated in to the routine monitoring process.

Progress meetings took place. In these meetings, focus pupil plans and venn diagrams were discussed. These documents recorded intended actions to support pupils and outcomes.

Individual pupil profiles were used to record barriers to learning and strategies to support learning

Resources and strategies were shared by Maths and English leads and the SENCo. The activities to scaffold and extend learning can be used with PP children.

Closing the vocabulary gap and Closing the Reading gap by Alex Quigley have both informed staff CPD this year.

Children were supported with pre and post teaching during the Autumn term. These sessions were mostly taught by the class teacher.

Summer term

In the second part of the summer term, all Year 6 pupils returned to school. Vulnerable pupils, including pupil premium children, were invited back into school in summer term and were taught in year group bubbles. In each bubble, there was a teacher and a TA so that vulnerable children receive support with their learning and were able to access activities. Screens were in use to ensure social distancing.

All children were provided with work online which was uploaded to the school website on a weekly basis. Home learning grids designed so that children did not need to access the internet for core activities if parents had limited internet access. Parents and children were signposted to learning from the previous year group where necessary and teachers provided additional learning when needed.

Emotional, social and behavioural support

- **Attendance**
- **Exclusions**
- **Enrichment**

Autumn term

Across the whole Autumn Term 2019, 42% of the children with late marks were PP children (29 PP children out of 69 children in school with late marks). The average attendance was 96.3% across the whole school with the PP children averaging 94.1%. No exclusions of PP children

A range of clubs available to pupils (during and after school). These were advertised on social media, in newsletters and in assemblies. Some PP children attended the clubs.

PP parents evening attendance increased. Parents contacted if unable to attend.

Some PP families attended PSA/ELSA parents evenings, coffee mornings and year group events. Personal invitations sent out.

Lesson observations show evidence of classroom ethos that promotes independence, strategies for resilience and a positive attitude to learning

Summer term

All children contacted by their class teacher on a fortnightly basis. If contact could not be made, voicemails were left or emails were sent.

Teacher emails shared with parents so that they could ask questions regarding the home learning grid and children could receive feedback.

SEN home learning packs sent home which were targeted at the child's specific SEN need.

Year 6 non attendees contacted if they were in school some days but not others.

PSA was in regular contact with vulnerable families throughout the lockdown period to support parents and children.

PSA and SLT greeted children as they came into school.

PSA and SENCO made home visits to keep in touch with vulnerable children and drop home learning packs off. Social distancing rules adhered to.

ELSA referrals made. Some children invited into school for a 1:1 ELSA session or have a tour of the school prior to their return. Social distancing rules were adhered to.

Laptops were taken to vulnerable families who did not have technology to access home learning.

Photographs of new classroom set up shared with parents so children and parents were familiar with the new classroom and school systems and layout.

Information was shared on the school website to support vulnerable families during the pandemic.

Transitions sessions were available for all children to meet their new teacher, make contact with their current teacher and spend time together as a class.

Additional contact was made with children who were anxious about their return to school.

All meetings with outside agencies to support vulnerable families continued during lockdown on a virtual basis.

Educational Psychology services available for support for staff and pupils.

FSM families received vouchers for the local Co-op (walking distance from households) until the 2nd week in June. At this point, they received food parcels as this was the recommended option from HCC. The voucher scheme was set up initially so that it could be in place quickly and easily.

Pupil Premium Strategy

The school must publish a strategy for the school's use of the pupil premium funding. For the current academic year it must include:

- The school's pupil premium grant allocation amount
- a summary of the main barriers to educational achievement faced by eligible pupils at the school
- how the pupil premium funding will be spent to overcome those barriers and the reasons for that approach
- how the effectiveness of the pupil premium can be measured
- the date of the next review of the school's pupil premium strategy

For the previous academic year, it must include:

- how you spent the pupil premium allocation
- the effect of the expenditure on eligible and other pupils