

JULY 2021

Pupil premium report for primary and secondary schools

Pupil premium spending September 2020

SUMMARY INFORMATION			
Date of most recent pupil premium review:	June 15 th 2021	Date of next pupil premium review:	September 2021
Total number of pupils:	82	Total pupil premium budget:	£16,796
Number of pupils eligible for pupil premium:	10	Amount of pupil premium received per child:	£1,345 PP £310 SPP £2345 LAC

STRATEGY STATEMENT

Our aim is to ensure all disadvantaged pupils receive personalised and relevant support to enable them to perform in line with their peers both academically and emotionally.

We aim to raise the attainment and progress of disadvantaged pupils by narrowing the gap through targeted interventions, quality first teaching, appropriate resources and continual assessment and evaluation.

What has worked well?

The introduction of Boxall which is an emotional diagnostic tool/assessment has enabled us to target relevant support and access services needed for individual children

Pupil progress meetings identify individual needs and implementation of support

All pupil premium children next year will take part in Boxall assessment.

Assessment information

EYFS

	Pupils eligible for pupil premium (PP)	Pupils not eligible for PP
	1	19
Literacy expected or better	0%	
Maths expected or better	100%	

EYFS

Understanding the world expected or better	100%	
Expressive arts and design expected or better	100%	

END OF KS1

	Pupils eligible for PP 1	Pupils not eligible for PP 16
% making expected or better than expected progress in reading	0%	
% making expected or better than expected progress in writing	0%	
% making expected or better than expected progress in maths	0%	

YEAR 2 PHONICS SCREENING CHECK*

Pupils eligible for PP	Pupils not eligible for PP	National average
n/a this year 2020 To be added in Autumn 2021	n/a this year	

END OF KS2

END OF KS2		
	Pupils eligible for PP 4	Pupils not eligible for PP 44
% making expected or better than expected progress in reading	50%	
% making expected or better than expected progress in writing	25%	
% making expected or better than expected progress in maths	75%	

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT AND WELLBEING	
A	Evidence of Lower levels of writing due to school closures
B	Data showed lower levels of year 1 children passing phonics assessment
C	Lower levels in Maths due to school closures
D	Wellbeing and self-esteem levels are lower due to the impact of the pandemic

INTENDED OUTCOMES	
Specific outcomes	Success criteria

A	To raise attainment levels in writing and develop independent writing and composition	Moderated writing will show good progress from starting point
B	Increased percentage of children passing year 1 phonics	Internal data will show an improvement of the percentage of children passing end of year 1 phonics assessment
C	Covid catch- up sessions to support the most disadvantaged to narrow identified gaps in Maths	Children brought back in line to age related expectations and/or making good progress from starting point
D	Interventions to be implemented to those identified through Boxall profile as needing support with emotional wellbeing	Boxall score for emotional wellbeing will be improved following specific support and interventions in key areas identified

Planned expenditure for current academic year: September 2021

ACADEMIC YEAR					
Quality of teaching for all					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
To use an extra teaching assistant to support disadvantaged pupils in the context of the classroom and to implement appropriate interventions.	Pupils will have smaller adult to child ratio to further develop and support individual learning opportunities Supporting the progress of writing and Maths	<ul style="list-style-type: none"> To be inclusive and enable interventions to take place in the context of the classroom Consistency in the same approaches during group, one to one and whole class time. High quality first teaching addresses all needs. 	<ul style="list-style-type: none"> Learning walks to monitor effective use of teaching assistant Monitoring of planning, assessment and pupil progress meetings. Discussions with class teacher, teaching assistants and pupil voice. External and internal data to monitor levels of progress in those disadvantaged 	Sandra Prewer Head of School Ginny Bootman SENCO	Annually
Total budgeted cost:					£13,000
Targeted support					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?

To use Boxall to identify areas of emotional concern for highlighted children	To ensure targeted interventions are implemented for areas identified as a barrier to wellbeing	Due to the pandemic and factors out of our control the emotional wellbeing of some of our pupil has been affected and therefore this has had a detrimental affect on their academic ability.	All teachers to be trained on Boxall and SENCO to monitor the use of this program	SENCO Ginny Bootman	3 times a year
To continue to implement the new phonics scheme	Percentage of children making good or better progress in phonics is increased	A decline in end of year 1 national data identified as below average	Close monitoring Assessment' Staff meeting and training	Rachel Sibson	Continually
Total budgeted cost:					£1000
Other approaches					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
To purchase resources to support independent learning/ specific difficulties/ additional needs (£1000)	Enable a structured program to personalise the learning of additional needs to address a specific gap such as dyslexia	Areas of difficulty are identified and research/ advice from external agencies support us to purchase programs that are proven to address specific needs.	Internal data monitored Classroom monitoring Pupil voice	All teachers	Termly
To use external educational psychologist to identify and support the needs of individual children (£1000)	To ensure we are accessing all resources, funding and training that is appropriate for each individual child	Experts in their field with a proven track record to fully support schools	Pupil progress meetings and reports back from ed psych give clear guidance and recommendations	SENCO	Annually
Total budgeted cost:					£2,000

Review of expenditure from previous academic year

PREVIOUS ACADEMIC YEAR				
Total amount:				
Quality of teaching for all				
Action	Intended outcome	Impact	Evaluation	Cost
To use an extra teaching assistant to support disadvantaged pupils in the context of the classroom and to implement appropriate interventions.	Pupils will have smaller adult to child ratio to further develop and support individual learning opportunities Supporting the progress of writing and Maths	Pupils identified as needing extra support had one to one interventions, as well as small group and whole class help from an adult Progress has been shown through internal and pupil progress meetings Full impact not shown due to school closures and impacts of COVID 19	<ul style="list-style-type: none"> To be continued into next year also 	£14,000
Targeted support				
Action	Intended outcome	Impact	Evaluation	Cost

<p>To continue to implement the new phonics scheme</p>	<p>Percentage of children making good or better progress in phonics is increased</p>	<p>Internal data shows improvements in percentage of children who would pass year 1 and 2 phonics assessment.</p> <p>Monitoring of teaching and learning has shown staff are fully trained and implementing new phonics curriculum</p> <p>Full impact not shown due to school closures and impacts of COVID 19</p>	<p>The introduction of the new scheme has seen a vast improvement in phonics knowledge. The scheme is taught consistently across the school starting immediately in the Reception class.</p> <p>Next year we will continue to train any new staff and identify gaps, implementing interventions throughout key stage one where it is appropriate.</p> <p>Full impact will be measurable in national data next year also</p>	<p>£1000</p>
<p>To use Boxall to monitor the emotional wellbeing of all pupil premium/disadvantaged children</p>	<p>To ensure targeted interventions are implemented for areas identified as a barrier to wellbeing</p>	<p>Children will be able to acknowledge and articulate any difficulties they are having.</p> <p>They will know how to seek support and how to help themselves to deal with certain emotions.</p> <p>Emotional wellbeing will be improved.</p>	<p>This is a fairly new system and teachers have found it useful to highlight key areas of concern using a scoring system/questions that children can be asked. It has given valuable advice and resourcing ideas to support areas of need. It provides a measure to monitor improvements.</p> <p>Continue into next year</p> <p>Full impact not shown due to school closures and impacts of COVID 19</p>	<p>£150</p>

Other approaches				
Action	Intended outcome	Impact	Evaluation	Cost
To use external educational psychologist to identify and support the needs of individual children	To offer support and advice in the format of a written report. This can be used to assist when applying for 1:1 support where needed. It also enables the purchasing of recommended and specific resources/training etc needed for individual	Individual tailored program /curriculum addressing each pupil's needs.	The educational psychologist has provided a wealth of expertise over the past year and has supported in successful EHCs, training requirements, diagnosis referrals etc..	£1000
<p>To train staff in the delivery of wellbeing workshops</p> <p>Drawing and Talking Therapy training x 2 members of staff Arc training for pupil and staff wellbeing SENCO attended</p> <p>Lego therapy x 2 staff member</p> <p>Bereavement support x 1 staff member</p> <p>PECs training for non-verbal children x 1 staff member</p>	To provide pupils with emotional support	<p>Wellbeing has been identified as a key area that needs addressing following pandemic.</p> <p>Pupil voice has shown children know who they can talk to for support and have been taught techniques to help them during times of anxiety.</p>	Measures of good wellbeing – monitored through Boxall and observations/discussions. This will continue into next year also as wellbeing priority is ongoing	£500