



Pupil Premium Report 2020 – 2021

Purpose

The pupil premium was introduced in April 2011 and is allocated to schools to work with pupils who have been registered for free school meals at any point in the last six years (known as 'Ever 6 FSM').

Schools, head teachers and teachers will decide how to use the Pupil Premium allocation, as they are best placed to assess what additional provision should be made for individual pupils. It is for schools to decide how the Pupil Premium, allocated to schools per FSM pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.

Source DfE website

We have high aspirations and ambitions for our children and we believe that no child should be left behind. We strongly believe that it is not about where you come from but your passion and thirst for knowledge, and your dedication and commitment to learning that make the difference between success and failure, and we are determined to ensure that our children are given every chance to realise their full potential.

We believe that one of the biggest barriers for children can be poverty of expectation and we are therefore determined to create a climate that does not limit a child's potential in any way. Our school motto 'Stars Aiming High' reflects our high expectations of the whole school community

Number of Pupils and Total Amount Received				
Total Number of Pupils on Roll	Total Number of Pupils Eligible for Pupil Premium	% of Pupils Eligible for Pupil Premium	Amount of Pupil Premium Received Per pupil	Total Amount of Pupil Premium Funding Received
208	74	36	1345	£99,530

To be monitored and reviewed termly and evaluated July 2021.



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Predicted Attainment for 2019-2020 (COVID-19)

End of Key Stage 2 Predicted Results (based on Spring SATS test (18/19 paper) data) Unvalidated	All Pupils 30 Pupils		Pupils not Eligible for Pupil Premium 19 Pupils		Pupils Eligible for Pupil Premium 11 pupils	
	School	Nationally	School	Nationally	School	Nationally
% of children reaching expected standards in reading	83%	N/A	84%	N/A	73%	N/A
% of children reaching expected standards in writing	80%	N/A	79%	N/A	82%	N/A
% of children reaching expected standards in mathematics	80%	N/A	89%	N/A	64%	N/A
% of children reaching expected standards combined	70%	N/A	79%	N/A	55%	N/A

Current Attainment 2018-2019

End of Key Stage 2 Results validated	All Pupils 28 Pupils		Pupils not Eligible for Pupil Premium 17 Pupils		Pupils Eligible for Pupil Premium 11 pupils	
	School	Nationally	School	Nationally	School	Nationally
% of children reaching expected standards in reading	75%	73%	100%	78%	36%	78%
% of children reaching expected standards in writing	75%	78%	94%	83%	45%	83%
% of children reaching expected standards in mathematics	79%	79%	100%	84%	45%	84%
% of children reaching expected standards combined	68%	65%	94%	71%	27%	71%



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Barriers to future attainment

A	Communication; speaking and listening and language acquisition
B	Retention of knowledge
C	Lack of wider experiences and real-life opportunities
D	Poor school attendance
E	Safeguarding concerns
F	Mental and social health and well-being needs – a significant number of children and families have challenges with routines, parenting capacity, mental health and managing emotions
G	Children are significantly below national expected standards on entry into school due to poorly developed communication skills, and poor personal, social and emotional development
H	Lack of parent engagement
I	Parental literacy, numeracy and levels of parenting skills require support to better enable parents to support children's learning and aspirations.
J	Low income
K	Lack of resources in the family home

Parent involvement in education is widely recognised as important, yet it remains weak in many communities especially in low-income. In these schools, a few brave souls become active and involved; but most schools fail to engage families broadly and deeply around the education of their children. Precious few can claim large numbers of parents participating as powerful actors in the school community. (A Community-Based Relational Approach to Parent Engagement, 2009) and our school is no different.

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Desired Outcomes 2020 – 2021

Although all children have had their education disrupted by the coronavirus (COVID-19) outbreak, it is likely that disadvantaged and vulnerable groups will have been hardest hit. These plans incorporate how we will “catch-up” children in receipt of Pupil Premium funding.

	Desired outcomes	Actions	Barriers addressed	How they will be measured	Cost	Evaluation July 2021
1.	<p>Increase % of children working at age related expectations.</p> <p>Increase attainment and progress in reading, writing and maths for those not achieving age related expectations.</p>	<p>The delivery of engaging, effective first quality teaching to secure prior knowledge and build on new learning; supported by the use of Learning Support Assistants</p> <p>Targeted interventions (Cohort Action Plans) will support children in meeting end of year expectations as well as securing key knowledge and skills missed from the previous academic year as a result of the COVID-19 outbreak.</p> <p><i>Interventions will also improve behaviour and social skills which means all children are ready to learn.</i></p>	A B G	<p>Previous data and Baseline information following the Sept 2020 return (COVID) to be used to identify gaps and target support.</p> <p>Weekly monitoring of the Cohort Action Plans to ensure effective provision and steps towards progression.</p> <p>Half-termly tracking of progress by SLT.</p> <p>Half termly discussions with class teams regarding progress. The</p>	<p>Learning Support Assistants</p> <p>Intervention resources and tracking</p> <p>CPD release time for all staff members</p> <p>Additional LSA in EYFS</p> <p>Full time LSA in each class</p> <p>SENDCO</p> <p>Use of Star to raise attainment in reading and LSA salary</p>	<p>Autumn- See data file for detailed year group and subject data for children in receipt of Pupil Premium.</p> <p>Literacy and maths leads continue to be released weekly to monitor teaching and learning and ensure a consistently high standard of teaching. Non-negotiables are used to ensure key knowledge is secured and the children have the correct skills and knowledge to build on new learning.</p> <p>Learning Support Assistants have been invaluable in delivering COVID “catch-up” and Cohort Action Plan interventions to secure key knowledge from previous year groups missed as a result of COVID is secured. These are now employed full time in each class.</p> <p>An additional LSA has been deployed effectively in EYFS to support pupil progress and assist with children who have recently received EHCP’s.</p>



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		<p>CPD Opportunities for all staff to develop their knowledge and understanding of Behaviour for Learning and its impact.</p> <p>Additional LSA in EYFS</p> <p>Full time LSA in each classroom</p> <p>Purchase additional books linked to the new Learning to Read and Reading to Learn programmes.</p> <p>To re-stock home/school reading packs in EYFS and KS1 which are phonetically matched to the children's reading abilities. Additional guided reading sets in KS2 will be purchased to support and track "small steps". Additional Class book/study sets will ensure children are exposed to age appropriate, challenging texts in order to meet the demands of the new curriculum as well as to aid language acquisition.</p> <p>Daily release time of mathematics, reading and writing leads to support and assist in the delivery of high quality teaching and learning.</p> <p>Use of Star (the school dog) to build confidence in reading.</p>		<p>identification of pupils who may require additional support and those that may have potential to exceed their prior attainment.</p> <p><i>More children will have increased attainment and progress than last year.</i></p> <p><i>Most children will have secured key objectives and knowledge missed in the previous academic year due to COVID.</i></p>	<p>FS1 Teacher</p> <p>Additional reading books</p> <p>Support/CPD for staff from the English and Maths HUBs</p> <p>SLT release time to support learning throughout school</p>	<p>CPD time has been allocated to allow all staff to complete a study on Behaviours for Learning and how this can affect their practise.</p> <p>Following the last lockdown, many home reading packs were not returned or returned incomplete. These have been replenished and additional books purchased too. This has also allowed the reading bands at KS2 to be split further to allow for "small steps" progress and closer monitoring.</p> <p>In line with the Jane Considine approach to writing that we are trailing as a school, many new, high quality, age appropriate text sets have been purchased, broadening children's language.</p> <p>Unfortunately, due to COVID restrictions Star has been unable to support across school building confidence in reading. This will be reviewed as restrictions are eased.</p> <p>Spring- In January a third national lockdown was announced. This saw the switch to remote learning with staff using the learning platform Seesaw to post new learning in line with the planned learning intentions for that term.</p> <p>Class teams reviewed learning daily, monitoring who had completed work to the desired standard. Children were supported to achieve. Any child not engaging with remote learning received telephone calls, initially from class teams, but then from SLT if work was not submitted. This resulted in</p>
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		Teacher in Foundation Stage One				<p>high levels of engagement with remote learning.</p> <p>Children and parents also received weekly welfare calls to “check in”. Any issues that arose from these calls were picked up by the family engagement team who supported with issues such as mental health, food parcels, etc.</p> <p>Following the school return in March, COVID catch-up premium was utilised to support pupils to narrow the gap. This was carried out through Cohort Action Plans to specifically target key objectives and non-negotiables in to ensure children were able to reach their targeted attainment.</p> <p>This was assisted further through the use of reading, writing and maths leads to support and assist in the delivery of high-quality teaching and learning.</p> <p>See data file for detailed year group and subject data for children in receipt of Pupil Premium.</p> <p>Summer- See data file for detailed year group and subject data for children in receipt of Pupil Premium.</p> <p>Literacy and maths leads continued to be released daily to monitor and support teaching and learning and ensure a consistently high standard of teaching. Following the whole school return, non-negotiables were prioritised to ensure key knowledge was secured and the children have the correct skills and knowledge to build on new learning, as well as</p>
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						<p>consolidate learning taught previously and remotely during lockdown.</p> <p>Learning Support Assistants have been invaluable in delivering COVID "catch-up" and Cohort Action Plan interventions to secure key knowledge from previous year groups missed as a result of COVID, as well as to ensure children "catch-up" and achieve their targeted level of attainment.</p> <p>In the Summer term, the reading lead, along with learning support assistants, restocked and replenished home reading packs, ensuring packs are closely matched to phonics stages.</p> <p>In line with the Jane Considine approach to writing that we are trailing as a school, many new, high quality, age appropriate text sets have been purchased, broadening children's language. The approach has been highly successful, with significant improvements noted in writing throughout schools. As a result, the 5 day online training materials have been purchased, Day One has been delivered during the summer term with the rest scheduled to be delivered as INSET during the next academic year. Following this, whole school implementation of the Write Stuff will begin from Years 1-6.</p> <p>Unfortunately, due to COVID restrictions Star has been unable to support across school building confidence in reading. This will be reviewed as restrictions are eased.</p>
2.	Raise children's future aspirations	Ensuring children have a wide range of opportunities to	A C	Increased self-confidence, greater	Subsidy of school workshops	Autumn- Unfortunately, due to COVID restrictions children have been unable to



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	<p>by providing enrichment experiences which engages them in learning.</p>	<p>experience the world outside of school enriching their learning across the curriculum</p> <p>After School Clubs to provide enrichment opportunities for all pupils</p> <p>Immersive classroom Space to support learning</p> <p>Opportunities for educational and residential visits. <i>Educational visits are valuable in developing their perseverance, team work, resilience and ability to face challenges. These are all vital life skills.</i></p> <p>Resource the FS outdoor area to provide engaging and enriching experiences to enhance the curriculum.</p>	<p>G K</p>	<p>independence and resilience</p> <p>Improved team-working, collaborative skills and social skills.</p> <p>Developed friendships.</p> <p><i>(Measured through observation and discussion)</i></p>	<p>Teachers/agencies to run clubs</p> <p>Immersive classroom resources</p> <p>Subsidy of school trips</p> <p>Resource FS outdoor area</p>	<p>experience educational visits/visitors in the Autumn term. After School Clubs, due to being unable to mix staffing and bubbles have also been unable to go ahead. This will be reviewed as restrictions are eased.</p> <p>Immersive classroom spaces to support learning and immerse children in their topic experience have continued successfully.</p> <p>Resources for the FS outdoor area were purchased to enhance and enrich the experience for children. Additional resources will be purchased throughout the year.</p> <p>Spring- Unfortunately, due to COVID restrictions, and a further national lockdown in January, children were again unable to experience educational visits/visitors or After School Clubs in the Spring term.</p> <p>Summer- Unfortunately, due to continued COVID restrictions children were unable to experience educational visits/visitors in the Summer term. However, staff did provide experiences for children in other forms such as virtually and through the use of drama e.g. Y2 had a pirate day as an introduction to their Summer term topic and as a link to their literacy work.</p> <p>After School Clubs, were thankfully able to resume. However, these had to be single year group only to avoid mixing bubbles.</p> <p>Immersive classroom spaces to support learning and immerse children in their topic experience have continued successfully.</p>
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3.	To provide intensive catch-up support for the most disadvantaged pupils, for whom COVID 19 is most likely to have had a negative impact on their attainment.	The employment of a full-time Academic Mentor through the National Tutoring Programme to provide high quality tuition to the most disadvantaged pupils in order to address the widening attainment gap, only exaggerated by COVID 19.	B H I K	Class teams, SLT and Academic Mentor to work closely to highlight areas of need and track progress. Raised self-esteem <i>To close the gap between School and National</i> <i>To close the gap between disadvantaged pupils and their peers.</i>	Teacher and Learning Support Assistants for "catch-up" boosters Academic Mentor/s (National Tutoring Programme) Materials to support learning	Autumn -The National Tutoring Programme is due to begin in Spring 21. Spring - The National Tutoring Programme, due to begin in the Spring term, was unable to go ahead due to the national lockdown. Summer - In the Summer term, the decision was taken that we would not be taking up the National Tutoring Programme. SLT and Governors felt that our children would benefit most from support and intervention from staff in school, already known to the pupils. Please see the rationale document for full reasoning for this decision.
4.	To tackle significant barriers to learning for pupils on some key issues including home life, emotions, behaviour, bullying, British Values, bereavement, mental health, and domestic violence. <i>To ensure they happy and feel safe at school</i>	Access to Learning Mentor support for children Learning Mentor to deliver Citizenship sessions to all children Family Engagement and SENDCO to support children and their families – activating early help when needed Deputy Safeguarding Officer to support families at EHA and Social Care meetings Use of Star (the School dog) - Star's Champions	A D E F G J K	More resilient, confident pupils Less lost learning time Improved behaviour Improved attainment Raised self-esteem Records of support offered to children and families	Learning Mentor Resources for support Family Engagement Team Deputy Safeguarding Officer Use of Star to raise attainment in reading and LSA salary BASH club fees Uniform and PE costs	Autumn -The Learning Mentor has timetabled mentoring and support slots where she is to support pupils on a "referral" basis. These will be children identified by class teachers and SLT as requiring support socially, emotionally and mentally. The Learning Mentor will continue to deliver Citizenship sessions to all pupils throughout school on a fortnightly basis. The Family Engagement team, Safeguarding team and the SENDCO continue to support a large number of children and families in need offering support in the form of Early Help Assessments, food parcels, clothing, uniform, emergency breakfast, after school and holiday club, signposting to outside agencies, etc.



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		<p>Provision of Breakfast and After School club for emergency situations</p> <p>Purchase of school uniform and PE kits to value inclusion</p> <p>Provision of food/access to food banks for families in need. Involvement in sport inter-school activities to promote healthy lifestyles and wellbeing.</p> <p>Purchase of equipment and resources to value inclusion</p> <p>Social Lunches (staff dining with children)</p>			<p>Resources/equipment costs</p> <p>Staff lunches</p> <p>Sports coach and resources for healthy school/inter-school activities</p> <p>Food/access to food banks for families in need</p>	<p>Unfortunately, due to COVID restrictions Star has been unable to support across school. Inter-school sport activities have also been unable to take place. This will be reviewed as restrictions are eased.</p> <p>Spring-Following the national lockdown and the switch to remote learning, children identified by class teachers and SLT as requiring support socially, emotionally and mentally, and who weren't accessing support in school, received regular contact from the learning mentor and the family engagement team.</p> <p>The Family Engagement team, Safeguarding team and the SENDCO continued to support a large number of children and families in need offering support in the form of food parcels, clothing, signposting to outside agencies, etc.</p> <p>The Learning Mentor continued to deliver Citizenship sessions to all pupils, via Seesaw, throughout school on a fortnightly basis.</p> <p>Summer- Following the third national lockdown, the Learning Mentor was required to support an significantly increased number of pupils. This was timetabled based on need.</p> <p>The Learning Mentor continue to deliver Citizenship sessions to all pupils throughout school on a fortnightly basis. In the Summer term she also delivered sex and Relationships Education as well as Drugs and Alcohol education sessions.</p>
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						<p>The Family Engagement team, Safeguarding team and the SENDCO continued to support a large number of children and families in need offering support in the form of Early Help Assessments, food parcels, clothing, uniform, emergency breakfast, after school and holiday club, signposting to outside agencies, etc.</p> <p>Unfortunately, due to COVID restrictions Star has been unable to support across school. Inter-school sport activities have also been unable to take place. This will be reviewed in the next academic year as restrictions are hopefully eased.</p>
5.	Increase attendance and punctuality	<p>Targeted Parents' Meetings</p> <p>Targeted extended school places</p> <p>School Education Services to work with parents</p> <p>Rewards for attendance and punctuality</p> <p>Family Engagement Officer, SENDCO and Attendance Officer to support anxious parents, children and families on return in September 20.</p>	D F H	<p>Improved attendance (<i>Attendance analysis</i>)</p> <p>Reduction in the % of PAs (<i>Attendance analysis</i>)</p>	<p>Attendance officer</p> <p>EWO Services</p> <p>Administration staff</p> <p>Rewards</p> <p>Family engagement team</p> <p>Safeguarding team</p>	<p>Autumn-The Attendance Officer, Family Engagement, School Education Services and SENDCO are all working together, with families, to increase attendance and punctuality. This has been difficult due to COVID, with many children and families having to isolate etc. Many parents and children are also understandably anxious with the COVID situation and have required support and reassurance from school staff. Rewards for attendance and punctuality continue to be used to encourage pupils and classes to aim for a goal.</p> <p>Spring-Due to the national lockdown announced in January 2021, the Attendance Officer, Family Engagement, School Education Services and SENDCO all worked together to support children and families in need, including the many families who were impacted by COVID-19, including those who contracted it and required support, and those who unfortunately suffered family loss as a result of it.</p>



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						<p>Summer-The Attendance Officer, Family Engagement team, School Education Services and SENDCO continued to work together, with families, to increase attendance and punctuality. This has remained difficult due to COVID, with many children and families having to isolate etc. Many parents and children are also understandably anxious with the COVID situation and have required continued support and reassurance from school staff. Rewards for attendance and punctuality continue to be used to encourage pupils and classes to aim for a goal.</p> <p>Many classes have used these rewards they had earned throughout the year in the Summer term for "Reward Days" e.g. Y6 decided to use their rewards to purchase a treat Pizza takeaway lunch and treats such as popcorn for a Movie Afternoon.</p>
6.	Ensure children have a good start to the school day by not starting school hungry	Healthy breakfast provided	F J	<p>Raise concentration levels</p> <p>Improve health</p> <p>Build self-esteem</p> <p>Improve punctuality</p> <p>Improve wellbeing</p>	<p>Breakfast ingredients</p> <p>Kitchen staff to prepare breakfast.</p>	<p>Autumn- Ingredients continued to be purchased to provide every child in school a healthy breakfast each day.</p> <p>Spring- For those accessing school during the national lockdown, breakfast continued to be provided to ensure the children had a healthy breakfast and good start to the day.</p> <p>Summer- Ingredients continued to be purchased to provide every child in school a healthy breakfast each day. This was supported further in the Summer term by the food chain Greggs who donated bread for toast.</p>
7.	Supporting parents to overcome barriers to	Offer a range of parent workshops and family activities	B F G	Increased attendance of parents at	Family Engagement Team	<p>Autumn-Unfortunately, due to COVID restrictions many of the planned and usual</p>



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	<p>children's learning and increase engagement of parents in learning</p>	<p>Supporting families at key transition points and at admission activating early help when needed.</p> <p>Home School Planners to support learning</p> <p>Open the new school library after school for parents to visit with their children.</p> <p>Story Sack workshops to be held and loaned to EYFS families.</p>	<p>H I K</p>	<p>curriculum events / workshops <i>(registers)</i></p> <p>Parents are more engaged in their children's learning and, as a result, pupils make good progress</p> <p>Home/School Planners support parents at home <i>(pupil progress and attainment)</i></p>	<p>Deputy Safeguarding Officer</p> <p>SENDCO</p> <p>Administration Home School planners</p> <p>Resourcing the new school library</p> <p>Resourcing story sacks</p>	<p>parent activities have been unable to go ahead.</p> <p>The new school library is now complete but has not been officially opened to pupils and families.</p> <p>This will be reviewed as restrictions are eased and re-arranged as appropriate.</p> <p>Spring-Unfortunately, due to COVID restrictions and the announcement of a third national lockdown in January, many of the planned and usual parent activities were unable to go ahead.</p> <p>Summer-Unfortunately, due to continuing COVID restrictions many of the planned and usual parent activities were unable to go ahead.</p> <p>In the summer term, we were able to invite new parents to school for September (FS1 and FS2) to socially distanced Welcome Meetings where we were able to support with the completion of paperwork and transition. Parent Consultations were held via telephone to share achievements, attainment, progress and individual targets.</p> <p>Larger gatherings, such as Sports Day, were unfortunately unable to go ahead with parental involvement. Instead the School Blog was used to post photographs and videos of children taking part for parents to view.</p> <p>If the Roadmap out of COVID goes ahead as planned, we hope to resume parent events in the new academic year.</p>
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Expenses	Desired Outcome links	Cost
Contribution towards Learning Support Assistant Salaries for supported learning and targeted interventions and additional Learning Support Assistant in EYFS	1, 3, 4	£35,000
Contribution towards staff release time to support school improvement and raise pupil attainment	1, 3	£15,000
Intervention Resources	1	£1000
Contribution to SENDCO	1, 4, 7	£7500
Contribution towards the use of Star to raise attainment in reading	1, 4	£500
Contribution towards FS1 Teacher Salary	1	£12000
Subsidy of class/whole school workshops	2, 7	£2,000
Resources for After School Clubs	2	£2,000
Immersive classroom resources	2	£1800
Subsidy of school trips and residential	2	£2000
Contribution towards agencies to run clubs	2	£1500
Support learning materials for "Catch-up" Boosters	1,3,4	£1000
Contribution towards Academic Mentor salary	1,3,4	£5000
Contribution towards home/school reading, guided reading and class book study sets	1	£5500
Contribution towards resourcing the FS outdoor area	2	£4000
Contribution towards Learning Mentor's salary	4	£7000
Contribution towards Sport coach salary	4	£5000
Resources for mentoring and mental health and wellbeing	4	£2000
Contribution towards Family Engagement Team's salary	4, 5, 7	£8500
Contribution towards Deputy Safeguarding Officer's salary	4, 5, 7	£5000
BASH Club Fees	4	£500
Uniform and PE kit	4	£500
Staff Lunches	4	£450
Contribution towards Attendance Officer's Salary	5	£10000
Contribution towards EWO services	5	£1500
Contribution towards Administration salary	7	£3000
Attendance and punctuality rewards	5	£600
Ingredients for breakfast	6	£800
Contribution towards kitchen staff salary to prepare breakfast	6	£250
Contribution to Home School Planners	7	£750
Provision of food/access to food bank to support families in need	4	£750
Additional resources for new school library	1,7	£1500
Resources for story sacks	1,7	£2000
Total Expense		£149,700



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