



Pupil Premium Strategy 2020 - 21

1. Summary of Contextual Information:	
Pupils in school	417
Proportion of disadvantaged pupils	102
Total number of pupils eligible for Pupil Premium for whom funding is received.	100
Pupil premium allocation this academic year	£134,836.00
Academic year or years covered by statement	2020 to 2021
Publish date	September 2020
Review date	July 2021
Statement authorised by	Mr. Haroon Asghar
Pupil premium lead	Ms. Nicola Chippendale
Trustee	Mr. Imran Bhikha

2. Disadvantaged pupil performance teacher assessment data* (2020 attainment) against 2019 national data for all pupils:		
(*Internal teacher assessment data used in the absence of published data because of the cancellation of statutory tests due to COVID-19.)		
Measure:	Pupil Premium school attainment (%):	National Average for ALL pupils (2019):
Reading: Meeting expected standard or above at KS2	56%	73%
Reading: Achieving high standard at KS2	28%	27%
Writing: Meeting expected standard or above at KS2	72%	78%
Writing: Achieving high standard at KS2	4%	20%
Maths: Meeting expected standard or above at KS2	60%	79%
Maths: Achieving high standard at KS2	24%	27%
RWM Combined: Meeting expected standard or above at KS2	64%	65%
RWM Combined: Achieving high standard at KS2	4%	11%

3. Priorities for Improvement (related to disadvantaged pupils): (carried forward from previous academic year due to COVID-19 disruption):	
3A	To improve the progress and attainment of pupils eligible for the Pupil Premium in reading – including more able - by the end of KS2 so that it is at least in line with 2019 National Averages (NA – Progress: 0, Attainment at the Expected Standard 73%, Attainment at the higher standard 27%)
3B	To improve the progress and attainment of pupils eligible for the Pupil Premium in writing – including more able - by the end of KS2 so that it is at least in line with 2020 National Averages (NA - Attainment at the Expected Standard 78%, Attainment at the higher standard 20%)
3C	To improve the progress and attainment of pupils eligible for the Pupil Premium in maths – including more able - by the end of KS2 so that it is at least in line with 2020 National Averages (NA – Progress: 0, Attainment at the Expected Standard 79%, Attainment at the higher standard 27%)
3D	To improve pupils' acquisition of language so that they are able to access the curriculum and communicate effectively.
3E	To ensure the attendance of pupils eligible for the Pupil Premium is in line with the national average of 96%.

4. Barriers to learning (academic):	
4A	On entry to school, pupils display limited vocabulary which makes it more challenging for them to access the curriculum.
4B	Difficulties with inferring meaning from text due to a lack of reading opportunities outside of school.
4C	Social/emotional needs of some pupils in receipt of PP have created barriers which make accessing learning challenging across KS1 and 2.

4. Additional barriers to learning (including issues which also require action outside school, such as low attendance rates):	
4D	Low household income limits the life experience / enrichment opportunities for pupils.
4E	The home environment for some pupils eligible for PP funding is not conducive to learning – due to socio-economic factors such as low income and overcrowding (deprivation indicators).
4F	Poor attendance is a factor for some pupils eligible for PP funding.
4G	Ongoing disruption to children's learning due to COVID-19.

5. Intended initiatives:		Success criteria:
5A	To embed a language-based curriculum with a focus throughout the school on oracy.	Pupils will have increased word level knowledge and will be able to use a range of vocabulary in the correct context. In turn, pupils will be able to access the curriculum.
5B	To continue to ensure pupils have the opportunity to read and discuss quality texts on a daily basis in order to develop their love of reading, comprehension and language development.	Pupils eligible for PP funding develop a greater love of reading and the gap between their reading / maths attainment closes.
5C	To identify and provide support for the social/emotional needs of pupils eligible for PP funding so that they are able to focus on their learning.	<ul style="list-style-type: none"> ● Individual needs of pupils are identified and supported ● A named adult is in place to support identified pupils ● Pupils feel more confident and secure in sharing concerns and finding solutions. ● Supported pupils are able to demonstrate the emotional resilience that enables them to adopt a more focused approach to their learning. Consequently, they attain in line with their peers.
5D	To ensure pupils eligible for PP funding are able to participate in all trips, events and visits.	Children are able to attend enrichment activities which enrich their learning and experience of the world.
5E	To provide a catch-up programme, including 1:1 tuition for pupils eligible for PP funding.	Children are able to catch up and keep up with their learning following the disruption caused by COVID-19.

		support their well-being and extend their learning.
5F	To support pupils eligible for PP in school through homework clubs (after school) and access to the internet to ensure they are able to access the same learning opportunities as their peers.	Children are able to complete homework and have the same opportunities as their peers in order to keep up with their learning.
5G	To liaise and support families of pupils with low attendance so that attendance improves.	Attendance of vulnerable pupils improves and the attendance percentage of pupils for whom the school receives Pupil Premium and other groups closes.
5H	To implement a programme of rigorous and structured interventions for reading (including early reading and phonics), writing and maths,	Pupils eligible for PP funding develop are supported with their learning through quality intervention programmes that diminish their gaps in learning - in comparison to attainment data from national averages.
5I	To implement a programme of speech and language assessment and intervention.	Pupils language needs are assessed from EYFS, leading to an improvement in their use of receptive and expressive language.

6. Planned expenditure:				
Improvement priority addressed:	Action to be taken:	Person(s) responsible:	Proposed spend (£s):	How effectiveness will be monitored:
3E/4C	Breakfast Club food supplies - provide pupils from disadvantaged backgrounds with a healthy, welcoming start to the morning.	AM	£1,000	Attendance registers / data
3E/4C	Breakfast Club Resources - To provide pupils from disadvantaged backgrounds with an engaging start to the morning.	AM	£2,000	
3E/4C	Breakfast Club staffing	AM	£4,000	
3A-D	Renew subscription for IDL intervention software for English / Maths.	NC	£1000	Pupil progress data
3C	Becoming first class at number Training - To provide targeted support for Y1 pupils at the early stages of learning number (maths).	YL	£3,000	Pupil progress data Observations of practice Work scrutiny
3C	First class at number 1 and 2 Training - provide targeted support for Y2 / Y3 pupils in their learning of number (maths).	YL	£3,000	Pupil progress data Observations of practice Work scrutiny



3C	Success at Arithmetic: Number sense/Calculation Training - To provide targeted support for Y4/ Y5 pupils in their learning of arithmetic (maths).	YL	£4,000	Pupil progress data Observations of practice Work scrutiny
3A-B	Read, Write Inc 'Get Writing' Training - To provide targeted interventions for KS1 and 2 pupils to improve their in learning writing (inc. Grammar, Punctuation and Spelling).	ZP	£3,400	Pupil progress data Observations of practice Work scrutiny
3A-B	Purchase Read, Write Inc 'Get Writing' resources, to support delivery of targeted interventions for KS1 and 2 pupils to improve their learning of writing (inc. Grammar, Punctuation and Spelling).	ZP	£2000	Pupil progress data (writing) Observations of practice Work scrutiny
3A-B	Purchase Read, Write Inc refresher portal training, to support delivery of targeted phonics teaching / interventions for EYFS - KS2 pupils to improve their learning of phonics and early reading.	NK	£1200	Pupil progress data (phonics / reading) Observations of practice Work scrutiny
3D/4A	Source training and resources for Wellcomm Speech & Language programme for all support assistants.	NC	£900	Wellcomm assessment data
3A	Purchase a subscription to Oxford Owl portal (online library) to provide remote learning access to a full collection of home-reading books.	ZP	£600	Reading assessment data



3A	Read, Write Inc training portal to support delivery of RWI phonics and early reading.	NK	£1200	Pupil progress data Observations of practice Work scrutiny
4C	Learning Mentor - To provide pastoral support to promote positive learning behaviours amongst children displaying emotional / behavioural difficulties.	NC	£18,000	Behavioural records (CPOMS)
3D/4A	Employment of language assistants to support the language development of pupils in EYFS / KS1 through the pre-teaching of vocabulary, and use of Wellcomm resources.	MP	£40,000	Pupil progress data Observations of practice Work scrutiny
3E	Employment of Home-School Liaison Officer to support improvements in attendance.	NC	£21,000	Attendance data
4D	Subsidised trips and visits for pupils from low-income families.	AM	£6,000	Pupil conferencing
3A - C	Employment of Pupil Premium champion to act as an advocate for pupils eligible for Pupil Premium.	AM	£8,000	Pupil progress data Termly reporting
3A-C & 4E	Provision of one-to-one tutoring support and homework clubs.	ZP	£15000	Pupil progress data Termly reporting
Total Spend:			£135,300	