



Pupil Premium Plan 2020-21

Number of Pupils and Pupil Premium Grant (PPG) Received:

Total no. of pupils on role	451			
Total no. of pupils eligible for PPG	32 (September 2020) (+ 16 FSM)			
	FSMEver6: 29	Adopted from Care: 2	LAC: 0	Service Children: 1
Total % of pupils eligible for PPG	10%			
Total PPG budget	£63,835			
Date of Last Pupil Premium Review	July 2020	Planned Date of Next Review	March 2021	

September 2020 Attainment

Total % attaining at ARE/+	Disadvantaged pupils	Non-disadvantaged pupils
70% in Reading 62% in Writing 60% in Maths	66% in Reading 49% in Writing 49% in Maths	70% in Reading 64% in Writing 62% in Maths

The Situation

Whilst numbers of children in receipt of PPG has declined since the Universal FSM policy September 2014 and the threshold for eligibility being raised in [2018](#); there are increasing numbers of families becoming eligible for FSM due to financial difficulties from the Covid-19 pandemic. As of November 2020, we have 16 children receiving FSM, all of whom will be eligible for PPG one year after their first claim of FSM.

Barriers to Learning

1. Home learning is inconsistently completed, including during the remote provision in the Spring and Summer terms of 2020
2. Lack of cultural activities due to financial pressure and reduced services (museums and galleries closed)
3. Reading for pleasure has lower engagement for the group as a whole in comparison with non-disadvantaged peers (based on teacher feedback)
4. Feedback (marking and verbal feedback) is inconsistently acted upon for the group as a whole in comparison with non-disadvantaged peers (based on teacher feedback and SLT monitoring)
5. 38% (12/32) of children eligible for PPG have identified SEN, which impacts on their ability to learn

Planned Outcomes

1.	Attainment Improve the progress of disadvantaged students so there is a reduced gap between disadvantaged and non-disadvantaged students	<ol style="list-style-type: none"> a. Summative assessments show reduced gap between these groups b. Progress of disadvantaged students is at least in line with expectations (e.g. from 1D to 1S in one term)
2.	Teaching and Feedback High quality teaching and learning with an improvement in consistency, frequency and quality of home learning and feedback, as supported by research	<ol style="list-style-type: none"> a. Online learning platform my.uso.im used to better track engagement and quality of home learning b. Monitoring focus for observations, book scrutinies, planning scrutinies and pupil voice

		<ul style="list-style-type: none"> c. Maths is a priority for monitoring d. Maths CPD from Maths Subject Lead e. Good standard of teaching in classrooms/lessons involving disadvantaged pupils with no inadequate teaching f. CPD on Rosenshine's Principles of Instruction with focus on questioning
3.	Reading for Pleasure Disadvantaged pupils are reading for pleasure outside of lessons	<ul style="list-style-type: none"> a. Class teachers and English Subject Leader to ensure disadvantaged pupils have high quality books that interest them to take home at every opportunity b. Informal conversations with class teachers and English Subject Leader to ensure that pupils read regularly c. Encouragement as needed e.g. through comments in Reading Record, conversations/emails with families, Well Done notes, borrowing 'special' books from Infant or Junior DHTs' offices d. Whole school Reading CPD at least four times during the year; focus on quality non-fiction and 'resistant' fiction texts; monitoring of planning to ensure Guided Reading, English and all subjects
4.	Enrichment Programme Disadvantaged pupils engage with wide range of cultural activities (Covid-19 restrictions permitting), including visits/virtual visits to at least one art gallery, one museum with National Curriculum history focus and one language-focused activity e.g. British Library, storyteller visit	<ul style="list-style-type: none"> a. PP Lead to organise relevant visits, virtual visits and activities b. All disadvantaged pupils to take part in at least two visits/activities c. Pupil voice feedback gathered from each activity to ensure that the enrichment programme has impact on and fully engages the target group (particularly with regards to vocabulary extension)

Planned Expenditure

Planned Outcome	Chosen action/approach	What is the evidence and rationale for this action?	How will you ensure it is implemented well?	Staff lead	Review (March 2021)
Attainment Improve the progress of disadvantaged students so there is a reduced gap between disadvantaged and non-disadvantaged students	PARM meetings will separate and identify barriers related to; SEN, EAL and disadvantage - thus equipping staff to target each barrier specifically	Accurate assessments enable teachers to evaluate their pedagogy and the progress of their pupils.	PARMs led by DHTs Phase Leaders to complete analysis of PARMs, agree actions as result at SLT meetings, and ensure these are in place with teachers	DHTs	
	TAs will provide entry/exit data on Provision Maps for pupils with SEN in receipt of PPG Teachers will account for entry/exit data re. impact of	Accurate assessments enable effective implementation and revision of	Teachers to oversee SENDCo to monitor, track results and report to PP Lead	SENDCo	

	interventions, & adjust interventions promptly if they are not wholly effective	interventions in and out of lessons			
Teaching and Feedback High quality and responsive home learning	Home learning will be: <ul style="list-style-type: none"> • frequent • consistent in expectations • of sufficient quality Enabling children to make at least their expected progress Target KS2 pupils who do not fully engage will have regular check-ins with PP Lead	Evidence from the Education Endowment Fund shows that home learning adds 5 months to a student's progress	CPD on effective use of online learning platform Monitoring by SLT on: <ul style="list-style-type: none"> • Regularity • Level of personalisation • Quality of next steps- next stage of SOLO? Achievable? Followed up? of home learning feedback	HT Curriculum Lead DHT	
High quality teaching and learning	Lessons will feature focused questioning, with engagement of the target group a priority	Research from the Education Endowment Fund has shown that high quality teaching and learning has the biggest impact on the progress of disadvantaged pupils	CPD on Rosenshine's Principles of Instruction with focus on questioning Maths CPD from Maths Subject Lead Maths monitoring focus for observations, book scrutinies, planning scrutinies and pupil voice Lesson observation and drop-in focus	PP Lead Core Team Maths Lead	
Reading for Pleasure Disadvantaged pupils are reading for pleasure outside of lessons	DHTs and class teachers ensure all disadvantaged children always have a quality book to read at home Informal yet consistent monitoring of reading rate and levels of enjoyment	In previous years, children who have borrowed special books and been engaged in personalised conversations about their reading have generally engaged well and read for pleasure more regularly	Whole school Reading CPD at least four times during the year; focus on quality non-fiction and 'resistant' fiction texts; monitoring of planning to ensure Guided Reading, English and all subjects	PP Lead EYFS&KS1 DHT	
Enrichment Programme Disadvantaged pupils engage with wide range of cultural activities	A range of cultural activities are undertaken within Covid-19 restrictions and the school Covid-19 Risk Assessment	Ofsted and other agencies recognise that when pupils access cultural	Pupil voice feedback gathered from each activity to ensure that the enrichment programme has impact on and fully engages the target	PP Lead	

	This will include one Maths-focused event to close the attainment gap	activities and develop their understanding of a wide range of culture, they achieve more highly at school	group (particularly with regards to vocabulary extension)		
--	---	---	---	--	--

Planned Spending

Item	Cost	Intended Impact
SCL club provision	£1,500	Supporting working parents; enriched range of sporting activities
Fitness Friends Club Spring and Summer term; cover or additional ELMs hours	£600	Improved engagement with physical activity
Key Stage Two revision booklets	£150	Ambitious end of Key Stage 2 targets met
Enrichment programme, Covid-19 allowing, to provide visits/visitors/activities (including cover time for DHT and support staff as required)	£2,000	Pupils who participate in these activities remember their learning and have positive association with the institution
Staffing e.g. to ensure in-class acceleration TA focus on target group, TA in classes with high number of disadvantaged pupils, Infant DHT in Year 2, Junior DHT in Year 5 Maths, Maths Lead release time for monitoring and feedback	£33,000	Ambitious end of Key Stage 1 and 2 targets met Pupils in receipt of PPG make good or better progress Gap in Maths attainment closed
CPD for particular staff members as required e.g. providing effective feedback and questioning (including cover)	£2,500	Questioning is a strength of lessons and all feedback is effective, most particularly for disadvantaged pupils
Interventions (TA hours)	£15,000	Gaps in pupil understanding and skills are addressed promptly and thoroughly, leading to improved outcomes
SENDCo support e.g. arranging and leading Team Around the Family meetings (including cover for teachers)	£3,500	Additional needs are prioritised and met
External agency support arranged by SENDCo e.g. Speech and Language Therapist additional buy-in	£600	Target pupils to receive additional support from external agencies with particular expertise
DHTs' planning time to ensure that every lesson is high quality, with rich and challenging reading material and well-presented resources and clearly sequenced stages of learning (SOLO Taxonomy)	£3,000	Pupils who participate in these visits remember their learning and have positive association with the institution

DHTs' mentoring time for Early Career Teachers, ensuring disadvantaged pupils are a priority for questioning and feedback	£2,000	Early Career Teachers have high impact on disadvantaged pupils' progress, making the target group a priority for questioning, modelling and feedback
Total	£63,850	