

## **Pupil Premium Report September 2020 based upon finances March 2019-March 2020**

### **Barriers**

We identify and address barriers to learning faced by individual pupils through:

- everyday teaching practice;
- pupil records;
- discussions with pupils;
- parents and agencies involved;
- rigorous regular tracking of pupil attainment and progress, especially in our Pupil Progress Meetings in which all disadvantaged children (including higher ability PP children) are discussed in detail with senior leaders, including our Inclusion Manager, the effectiveness of strategies to overcome their barriers to learning evaluated, and a new tailored programme put in place.

The main barriers to educational achievement faced by eligible pupils at the school:

- Social and emotional conditions, requiring support, nurture and family support and counselling
- Behaviour: having a readiness to learning with good 'behaviour for learning' in school – pupils with specific social and emotional needs that affect their learning
- Language – access to books, ebooks and audiobooks
- Access to extra-curricular activities – educational experiences such as trips, music lessons and participation in physical activities
- Parental engagement with school – ensuring more parents engage with the school, including parent workshop events, reading weeks, school coffee mornings and parents' evenings.

### **Rationale for overcoming main barriers, for 2020-2021**

For the 2020-2021 academic year, Sywell Church of England Primary School will focus its Pupil Premium spending on closing the gaps identified from data analysis from September, comparing Pupil Premium children's attainment and progress against the national picture but also looking at in-school gaps between Pupil Premium children and non-Pupil-Premium children. This will focus on closing the achievement gap in Reading.

This will include investing in all identified barriers to progress and attainment such as developing reading comprehension strategies, small-group phonics teaching, maintaining excellent attendance and punctuality, supporting vulnerable families, staff training and enrichment opportunities

Additional TA hours have been allocated to provide further support to PP pupils with specific reading and writing difficulties in specific year groups. Some PP pupils have been identified as benefiting from receiving resources to support their learning and these have been purchased from the PP budget. Also, in order to support all areas of the curriculum and to build confidence. The school will regularly invite parents to apply for funding and offer a £60 incentive which they can spend in school (uniform etc).

Pupil Premium spending will therefore be allocated into the following key areas:

1. Attainment and Achievement
2. Well-being
3. Equality and Opportunities
4. Removing Barriers
5. Teaching & Assessment

Date of next Pupil Premium Review: January 2021

Review of expenditure				
Previous Academic Year 2019-2020		£15,160		
i. Quality of teaching for all				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
<p>To ensure that all children accessing the grant make more than expected progress in all subject areas</p> <ol style="list-style-type: none"> <li>between April and July 2019</li> <li>between September 2019 and March 2020</li> </ol>	All children make at least expected progress in all subject areas	<p>As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils.(EEF toolkit)</p> <p>Teaching Assistants in each classroom to allow for small group teaching.</p>	<b>This would not be able to be continued throughout the whole of 2020/2021 but would be able to have focused time for Spring term where applicable.</b>	<b>£10560</b>
ii. Targeted support				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost

<p>To ensure that all children accessing the grant make more than expected <b>progress</b> in all subject areas – Keep up not catch up with a specially designated teaching assistant.</p> <p>1. between April 2018 and July 2019</p> <p>2. between September 2019 and March 2020</p>	<p>All children make at least expected progress in all subject areas</p>	<p>See results above</p> <p>Pupil premium progress across the school is higher than average (average = 6 points, PP = 6.2 points)</p>	<p>During April, the decision was made to continue this provision and also to further the impact by employing another dedicated TA. These TAs are split between KS1 and maths support in KS2. English will be taught in the afternoons for extended writing and in the mornings for skills. Skills will then have a keep up not catch up approach in the afternoon so that extended writing can be approached successfully.</p>	<p><b>£ 3480</b></p>

<b>iii. Other approaches</b>				
<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>

Free breakfast club and free sports places	Promotes a positive start to the school day so that pupils go into class ready to learn. Supports children with the learning beyond the classroom. Improved attendance and punctuality.	Free sports places available  Uniform subsidies  School trip subsidies	We will continue with this and will further publish information to parents in order to gain a free place. We will look to extend this to ASC where half price opportunities will be available so that children have access to extra curricular activities such as sports (See SIP)	<b>£580</b>
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#### 6. Planned expenditure

<b>Academic year</b>	<b>2020 – 2021</b>	<b>£14189</b>
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The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

#### i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
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To employ teaching assistants to work specifically with PP	For the gap to lessen between PP and their peers	During September 2020, the decision was made to continue the previous provision and also to further the impact. These TAs are split between KS1 and maths support in KS2. English will be taught in the afternoons for extended writing and in the mornings for skills. Skills will then have a keep up not catch up approach in the afternoon so that extended writing can be approached successfully.	Timetabling Regular updates with TAs	KM And all class teachers	December 2020
<b>Total budgeted cost</b>					<b>£8,000</b>
<b>ii. Targeted support</b>					
<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>

To provide a series of therapies for children.	For all children to make academic progress through improved behaviour, nurture and well being.	Provision for SEMH pupils (including play therapy and animal therapy and mentoring) Moderate impact for moderate cost. Interventions which target social and emotional learning (SEL) seek to improve attainment by improving the social and emotional dimensions of learning, as opposed to focusing directly on the academic or cognitive elements of learning. Three broad categories of SEL interventions can be identified: 1. Universal programmes which generally take place in the classroom; 2. More specialised programmes which are targeted at students with particular social or emotional problems; 3. School-level approaches to developing a positive school ethos which also aim to support greater engagement in learning.(EEF Toolkit)	Timetabling of activities and reports made through  Regular meetings and updates from the SENDCo.	KM	December 2020
<b>Total budgeted cost</b>					<b>£3000</b>
<b>iii. Other approaches</b>					
<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>

Support for additional activities	Get pupils into class ready to learn. Supports children with the learning beyond the classroom. Improved attendance and punctuality.	Breakfast club (priority given to pupils in receipt of PP funding) and extended provision to help children with their studies Overall, the evidence indicates that, on average, pupils make two additional months' progress per year from extended school time or the targeted use of before and after school programmes. There is some evidence that disadvantaged pupils benefit disproportionately, making approximately two and a half months' additional progress. There are also often wider benefits for low-income students in terms of attendance at school, behavior and relationships with peers (EEF Toolkit).	Pupil voice and attendance monitoring.	KM	December 2020
<b>Total budgeted cost</b>					<b>£1000</b>
<b>7. Additional detail</b>					

