



Pupil Premium Plan:

September 2020-2021

School Context: updated 29.9.20

Number of pupils on roll	Total number of pupils registered for pupil premium funding	Number of eligible boys	Number of eligible girls	Number of pupils eligible for free school meals in the last six years (ever 6 FSM)	Number of post LAC	Number of Service Children
395	40	11	29	34	4	5

Number of pupil premium pupils who speak English as an additional language:	4
Number of pupil premium pupils who are listed on the special needs register:	15 (including targeted support)
Proportion of high attaining pupil premium pupils across KS1:	2
Proportion of high attaining pupil premium pupils across KS2:	2
Estimated Funding:	Budgeted funding for financial year 1/4/19-31/3/20: £71,120 Estimated for the 2019-2020 academic year: £72,300 Budgeted PP Funding for 2020/21 Financial Year: £62,695 Actual PP Funding for 2020/21 Financial Year likely to be £64,039 Estimated PP Funding for 2020/21 Academic Year: £64,856 1/9/20 – 31/3/21: £37,356 + 1/4/21 – 31/8/21 Estimate of £27,500
Dates of next internal reviews of this strategy:	

Breakdown of Pupil Premium Needs (correct Sept 2020)

Year Group	Number of Pupil Premium Pupils in September 2020		Number of Pupil Premium Pupils in July 2021
EYFS	6 EFSM 1 PLAC; 3 service	2 contextual; 2 SEN; 1 EAL	
Year 1	2 EFSM + 1 service	1 targeted support; 1 contextual need	
Year 2	9 EFSM (1 also PLAC)	5 targeted support; 1 EAL; 5 contextual need	
Year 3	6 EFSM	4 targeted support; 1 SEND/SS; 6 contextual need	
Year 4	6 EFSM + 1 inc PLAC	2 targeted support; 1 SEND; 1 EHCP 1EAL; 3 contextual need	
Year 5	8 EFSM + 1 inc PLAC	4 targeted support; 2 SEND/SS; 1 EHCP; 6 contextual need	
Year 6	2 EFSM + 1 service	2 EAL/targeted support; 1 contextual need	

Summary of Barriers to Educational Achievement for Eligible Pupils:

- Nearly 5 months school break due to COVID 19 - not always well supported at home; those with less than usual pre-school experience
- Some pupils have lower on-entry attainment;
- Attainment gaps in reading, writing and maths in some year groups;
- Rates of progress in reading, writing and maths in LKS2
- Ensuring potentially higher ability children are supported to make good progress and develop an awareness of the opportunities available to them;
- Many have social and emotional difficulties or contextual needs which affect their readiness to learn;
- Some pupils have the additional barrier of English as an additional language or special educational needs

Priorities for 2020-2021

- **Teaching assistant time in the light of SEND needs of pupil premium children and the contextual need that adds additional barriers to learning and need therefore for additional support for social and emotional and catch up**
- **TA time for necessary Wave 2 intervention time and Diminishing the Difference in Maths Yr 5 project**
- **Level 3 TA time for chat time to support those with social and emotional needs as well as TA time for supporting children in the sensory room**
- **Progress in KS2 – many of the pupil premium children are below age related and the COVID lockdown meant a number of them were disadvantaged further due to lack of support at home / inability to access learning remotely (though paper copies were provided).**
- **Supporting the Early Years – additional TA time to support those children with EAL; speech and language needs and social and emotional needs**

Summary and Explanation of Approach:

Our main strategy for increasing the attainment of disadvantaged pupils is to ensure high quality teaching and outcomes across our broad and balanced curriculum, in all year groups. Excellent teaching has been shown to have a significant impact on the progress of disadvantaged pupils. Therefore, school leaders are using our Teaching and Learning Policy, in particular our agreed list of non-negotiables for teaching, learning and assessment, to ensure that the provision for all pupils meets the school's expectations. Through performance management, teachers are held accountable for the progress of their disadvantaged pupils, and have been set targets that include tackling barriers to learning for disadvantaged pupils.

All the priorities on our school's single plan for 2020-2021 aim to positively impact on disadvantaged pupils: continuing to improve progress across KS2 in particular; refining provision for pupils with SEMHD and in particular work on ensuring good outcomes across our broad and balanced curriculum and the development of a nurture room.

For pupils who require additional academic intervention and support, we are using the pupil premium grant to fund staffing costs for interventions. Some of these will be led by teachers, and others by teaching assistants. The quality of these interventions and pupil outcomes are regularly monitored to ensure pupils are making good progress, and interventions are chosen from evidence-based evaluations. They include First Class at Number & Writing, Direct Phonics, Success at Arithmetic, EAL pre-teaching groups and Reading Inference. We continue to take part in a Local Authority project to diminish the difference between pupil premium and non pupil premium in maths and the focus this year is Year 5. The outcomes and progress of higher ability disadvantaged pupils are regularly monitored by the head, who works with team leaders and teachers to ensure their needs are met. We also work within the Ely Schools' Partnership to share best practice for our pupil premium children.

Improving access to opportunities is an important aspect of our strategy. We fund school residential trips as well as school after school club fees and individual musical instrument tuition. The take-up and impact of this funding is recorded in the pupil premium budget.

Item/Project	Cost	Desired Outcomes	How impact will be measured
Supporting the Early Years – additional TA time to support those children with EAL; speech and language needs and social and emotional needs	10 hours L 2 TA £5,500	The teacher does a lot of interventions including SALT support and social and emotional support	Good progress from baselines
Additional SENDCO time (proportion of an additional day)	£3000	For those with pupil premium to have access to more support via advice / liaison with outside services and outcomes improved through more access to advice by teachers from the sendco	
Progress in Yr 2	25 hrs L2 TA £13,750	CLIC maths at lower level; phonics interventions / precision teaching; SALT support	Improved phonics screening scores / CLIC scores
Progress in Yr 3	15 hours L2 TA Yr 3 £8,250	Reading / phonics / precision teaching + sensory circuits (which benefits pupil premium children across the years.	
Progress in Yr 4	17 hrs L2 TA yr 4 £9,350		
Progress in Yr 5	14 hrs L3 TA Yr 5 £8,316		
Progress in Yr 6	L3 TA Yr 6 £8,910	Support for reading / spelling; word aware in class literacy support	
Level 3 TA time for chat time to support those with social and emotional needs as well as TA time for supporting children in the sensory room	6.5 hrs L3TA £3,861	To support those children with social, emotional or mental health through time to chat – time to review and restore or to chat through consequences in a way that aids learning in such areas. Time also to enable those with sensory needs to access the sensory room.	Outcomes / progress linked to Boxall profile assessments and ability to access class learning
Trips and residentials	Caythorpe 3 pupil premium £1,200	Caythorpe	All children accessing the residential which covers the following objectives: <i>See letter</i>
Activity clubs	£2000	To ensure equitable access to activity clubs that enrich, inspire and engage children	All children where they wish, able to access clubs
Milk/snacks	£600	To ensure equitable access to a resource linked to health	All children where they wish, able to have milk
Music Tuition	£400	2 pupil premium children to have free instrument teaching	All children where they wish, able to access the learning of an instrument and musical activity
Summary			
		Total Pupil Premium Grant received (estimated):	£64,856
		Total planned expenditure as above:	£65,137

