

# Pupil premium grant intended expenditure

## Stedham Primary School's report to parents

### 2020/21



#### Background

The Pupil Premium was first introduced in April 2011. Funding was allocated to children from low income families who were eligible for free school meals, Looked After Children and those from families with parents in the Armed Forces. The aim is to raise achievement and improve outcomes for these children.

<b>Pupil Premium grant (PPG) received 2019/20</b>	
<b>Carry Forward from 2019-20</b>	£1314
<b>Total PPG comprising of Deprivation PPG, Service Children Allocation and Post Looked After Child Premium Allocation</b>	£23,380
<b>Total amount of PPG to be allocated in 2020-21</b>	£24,694

#### Objectives of PPG spending 2020/21 financial year

1. To enable any eligible Reception pupils (joining the school in September 2020 onwards) to have the best possible chances of achieving a Good level of Development by June 2021.
2. To ensure all eligible KS1 and KS2 (current FSM and Ever 6 children) pupils make good or better progress in maths, reading and writing.
3. For all eligible pupils in Key Stages 1 and 2 to be given the best opportunities to enable them to be on track to meet age related expectations in reading, writing and maths by July 2020 assessments. *\*The period of partial closure (during the coronavirus pandemic) will undoubtedly have had a detrimental effect on pupils learning so this may need to be reviewed following the new base line assessment in September 2020*
4. To enable eligible pupils to take part in school visits and extra-curricular activities to enhance and develop their attainment and progress.
5. For social and emotional barriers to learning to be removed through the therapeutic support (using resources such as the EHWB - *educational health and wellbeing* - strands of Relationship, Health and Safeguarding as well as Trick Box.

## Summary of main barriers to educational achievement faced by eligible pupils

There are three main barriers;

- Financial barriers mean that some pupils are unable to access some extra-curricular activities which may benefit their learning, progress and attainment.
- Variations in the levels of learning support that parents and carers are able to give their children in the home context is a barrier for some of the eligible pupils.
- Emotional barriers mean that some children are not ready to learn, either long term or on specific days.

## Summary of Planned Spending Allocations (1/4/19 – 31/3/20)

	Planned	Actual
Funding for all eligible EYFS and KS1 pupils to attend a school trip – Summer 2019.	£70	£70
Play Therapy sessions for targeted eligible pupils – Summer 2019.	£330	£300
Non class based teacher to academically support and extend all eligible pupils – 0.5 days per week for the entire year.	£5018	£5651
Additional Teaching Assistant for five mornings per week to academically support and extend a focus group of eligible pupils for the entire year.	£10,898	£12,409
Additional Teaching Assistant five mornings and two afternoons per week to academically support and extend a focus group of eligible pupils for the Summer 2019 term.	£3569	£4,358
Additional Teaching Assistant one afternoon per week to academically support and extend a focus group of eligible pupils for the entire year.	£1044	£973
Funding for all eligible pupils to attend school trips – Autumn 2019 and Spring 2020.	£300	£15
To be allocated during the Autumn 2019 term following re-assessment of the needs of all eligible pupils and discussions with the new interim head of school, to meet the social, emotional and academic needs of the eligible pupils following the summer break.	£4785	
Carry forward to 2020/21		£918
	£26,014	£24,694

## Reason for this approach

Many of these children, for varied reasons, have less home support than some of their peers; they may get less opportunities for support with homework to consolidate their school learning, they are not able to read regularly to an adult or get support to learn spellings and times tables. Having additional adult support in school means these children can have help to do these things. They can be supported with their learning, in or outside of class, 1:1 or in small groups, to try and help narrow the gap between them and their peers where this exists and to stretch and further challenge them where they are in line with their peers.

We have chosen to employ a teacher (who is a qualified SENDCO) for half a day a week because action research by the Education Endowment Foundation shows that teachers in this role have more impact upon pupil progress than teaching assistants. We decided to employ a teacher with the SENDCO qualification and experience as many of the eligible pupils are also pupils with Special Educational Needs. We still feel however that any additional adult support will benefit these pupils and so we have also used some of the funding to increase our teaching assistant hours to support eligible pupils both in and outside of class.

There are clear links between social and emotional barriers and academic outcomes, but for some families, due to financial constraints, access to therapeutic support to address these barriers is not viable. For eligible pupils, providing opportunities for therapeutic support will hopefully also have impact on their academic outcomes.

## How we plan to measure the impact and effect of our expenditure

In addition to our teacher assessments against the National Curriculum, each term the children are tested using a PUMA (maths) and PIRA (reading) test. Data from these tests can be used to show attainment and progress for the eligible pupils.

## Review of the impact of PPG spending

*A review of our pupil premium strategy will be undertaken at the end of the financial year after the early April 2021 assessments, but a final impact statement will be completed following the end of the academic year in July 2021.*

Due to the effects of the coronavirus pandemic, we have no formal end of year assessments to support the impact of PPG spending. Lockdown took place in March 2020 so the last data available was Spring 1:

58% of eligible pupils (current FSM and Ever 6 pupils) met or exceeded end of year expectations in reading.

42% of eligible pupils (current FSM and Ever 6 pupils) met or exceeded end of year expectations in writing

42% of eligible pupils (current FSM and Ever 6 pupils) met or exceeded end of year expectations in maths