

Pupil premium spending current academic year 2020/2021

SUMMARY INFORMATION

Date of most recent pupil premium review:	January 2021	Date of next pupil premium review:	April 2021
Total number of pupils:	283	Total pupil premium budget:	£64040
Number of pupils eligible for pupil premium:	43	Amount of pupil premium received per child:	£1345

STRATEGY STATEMENT

We have high aspirations for all our pupils and are determined to provide an education that enables all to achieve academically and socially. As a staff, it is our shared belief, that social disadvantage should not be a barrier to learning and through the use of pupil premium funding we are working to reduce these barriers, accelerate progress and narrow the attainment gap.

Work in the previous academic year was disrupted by the Covid-19 crisis which brought with it new challenges for supporting disadvantaged pupils. In the first half of the year continued work to raise the profile of Pupil Premium within the school and support for children and families emotionally and socially in order to improve attendance were successful. The profile of reading within the school and at home was raised and resulted in increasing numbers of disadvantaged children logging home learning and engaging with the library, this work will continue into the new year. Staff received training on Pupil Asset and will now begin to make better use of data to plan learning in the new academic year. During the Covid-19 crisis disadvantaged children who were not seen to be engaging in home learning were contacted weekly. Eventually 25% of disadvantaged children were welcomed back to learning in school by the end of the summer term. Food vouchers for Free School Meal children were delivered to all eligible families throughout the crisis.

Our work this year will focus on raising the level of achievement of disadvantaged pupils to bring them into line with those of their peers and reach Age Related Expectations. We will focus on ensuring Quality First Teaching for all, planning for accelerated progress through the use of assessment data for all year groups and providing relevant and focused interventions for those who require further support to make progress. We will support children who are struggling with mental health and managing emotions particularly in the light of the Covid-19 crisis to ensure they are able to learn and make progress. We will encourage parents to engage and work in partnership with the school in order to support their children's learning and work to improve attendance for identified children and family.

In 2021 - All had 97.4% attendance and PP 95.5%. In the previous year 2019/2020 - All children had 92.3% attendance and PP had 90.3%

Due to COVID lockdown there were no assessments in Summer 2020. The most accurate data measure of progress are therefore Autumn 1 2020 compared to Autumn 2 2020.

Reading

Table 1: Children achieving expected standard (who are at ARE or above)

All PP Children	SEND PP children	Not SEND PP children
49% (21/43)	12% (2/17)	73% (19/26)

Table 2: Children who have made expected progress (maintaining ARE or GD **OR** made accelerated progress towards ARE)

All PP Children	SEND pp children	Not SEND PP children
52% (22/42)	18% (3/16)	73% (19/26)

Table 3: Children who have made accelerated progress

All PP children	SEND PP children	Not SEND children
24% (10/42)	18% (3/16)	27% (7/26)

Writing

Table 1: Children who are at ARE or above

All PP Children	SEND PP children	Not SEND PP children
37% (16/43)	12% (2/17)	54% (14/26)

Table 2: Children who have made expected progress (maintaining ARE or GD **OR** made accelerated progress towards ARE)

All PP Children	SEND pp children	Not SEND PP children

45% (19/42)	18% (3/16)	62% (16/26)
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Table 3: Children who have made accelerated progress

All PP children	SEND PP children	Not SEND children
21% (9/42)	18% (3/16)	23% (6/26)

Maths

Table 1: Children who are at ARE or above

All PP Children	SEND PP children	Not SEND PP children
37% (16/43)	12% (2/17)	54% (14/26)

Table 2: Children who have made expected progress (maintaining ARE or GD **OR** made accelerated progress towards ARE)

All PP Children	SEND pp children	Not SEND PP children
41% (17/41)	13% (2/15)	58% (15/26)

Table 3: Children who have made accelerated progress

All PP children	SEND PP children	Not SEND children
5% (2/41)	7% (1/15)	4% (1/26)

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	Level of consistency in Quality First Teaching throughout the school
B	Use of assessment data needs to be developed to support planning for accelerated progress
C	High percentage of PP children are not reaching ARE in reading, writing and maths. Gap between PP children and their peers has widened as a result of non-engagement with school work during Covid-19 lockdown period.

ADDITIONAL BARRIERS

External barriers

D	Mental health and anxiety: increasing numbers of children are struggling to cope with managing their emotions and the challenges of daily life as well as adapting to a return to school after prolonged absence due to Covid-19 prevention measures.
E	Parental engagement: many parents find it difficult to engage and to provide support for their children academically.
F	Attendance: Attendance data for PP children was 92.5% for the first half of the year 19/20, in comparison with non-disadvantaged pupils where the figure was 95.6%

INTENDED OUTCOMES		
Specific outcomes		Success criteria
A	Consistency in Quality First Teaching throughout the school	Quality First Teaching taking place in all classes
B	Effective use of assessment to drive progress for disadvantaged children	Plans evidence pupil asset. Gap analysis is used to inform plans and work in pupils books.
C	Accelerated progress made by disadvantaged children	85% of PP children have made better than average progress by the end of the year
D	Improve and support the mental health, social and emotional needs of disadvantaged children and their families	PSHE, esafety and collective worship planned to support needs of children Additional Emotional support provided for identified PP children to enable them to make good progress.
E	Increase parental engagement for disadvantaged children	Increased engagement of parents in supporting home reading, attending parent consultations and on DOJO
F	Increase attendance of disadvantaged children	Attendance figures for PP children will be in line with their peers and above 96%

Expenditure for current academic year

ACADEMIC YEAR 2020/2021					
Quality of teaching for all					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Use of data to drive progress. Pupil progress meetings and data moderation	Ensure accurate assessment and targeted interventions in class	Individualised target setting EEF Teaching and learning toolkit	Moderation, CPD	SLT	Termly
Work is matched to the individual needs of pupils	Children are aware of their next steps 1) feedback indicates next steps evidenced in book scrutiny 2) evidence of self and peer assessment in books 3) differentiated success criteria - paddling, snorkelling	Children are not always aware of the next steps to ensure they progress through high quality feedback • EEF Teaching and learning toolkit	Staff meeting and training time allocated to marking and feedback policy implementation. Leadership time enables book scrutiny. Lesson observations are 'good' and pupil voice indicates that children know their next steps and targets	All teachers	Weekly

	and diving evidence in lesson plans and books				
Pupil Premium Champion to review progress of PP children and feedback to governors and teachers	Gaps to close and effectiveness of interventions/support strategies monitored	Monitoring and review of impact	Feedback to SLT and governors and review of progress made	DHT, HT	Termly PP progress meetings
Total budgeted cost: £20,880					
Targeted support					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Run Success@arithmetic for PP Year 5 and 6 children	Closing the gap between PP vs non PP in maths	Diminishing the Difference will provide CPD opportunities for staff, and can be extended to have a wider cohort and school impact.	Evaluating action plan and through pupil progress meetings and data drop analysis	DHT and maths lead	Termly in pupil progress meetings
Employ a teacher to close the gap between Year 5/6 current and targeted end of year expectations in writing	Year 5 and 6 are making expected and accelerated progress to meet expected standards, in relation to their achievements in KS1	Small group work with high quality feedback and next steps used to close the gap <ul style="list-style-type: none"> • EEF Teaching and learning toolkit • NFER report on supporting the attainment of disadvantaged pupils Ofsted's 2013 and 2014 report on pupil premium progress	Track the children each term, using Pupil Asset. Scrutiny of work will evidence that the intervention is lifting standards in all their work.	PP Teacher, Year 5/6 teachers, DHT	Termly
Run interventions to support phonics (Fresh start) and language(word aware) in KS2	Children can access the curriculum and make expected progress	<ul style="list-style-type: none"> • Overall, studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On 	ADPRs reviewed by SENCO. Data drop analysis in Pupil progress meetings	SLT	Termly

		average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year. EEF Teaching and learning toolkit			
Nurture interventions to support emotional wellbeing and learning needs of PP children	Improved happiness and progress across the curriculum.	Improved wellbeing enables children to access learning and make progress.	HLTA		Termly
Year 3 staff to take part in LA programme of 'Diminishing the differences' focused upon disadvantaged children	Closing the gap between PP vs non PP in maths	Diminishing the Difference will provide CPD opportunities for staff, and can be extended to have a wider cohort and school impact.	Evaluating action plan and through pupil progress meetings and data drop analysis	DHT	Termly in pupil progress meetings
Reading interventions	To close the gap between PP and nonPP	<ul style="list-style-type: none"> 1: 1 tutoring Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. EEF Teaching and learning toolkit 	ADPRs reviewed by SENCO. Data drop analysis in Pupil progress meetings	SLT	Termly in pupil progress meetings
Total budgeted cost:					£27643.35
Other approaches					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?

Breakfast Club	Improve a child's health, understanding of diet and exercise, wellbeing and attendance	Children who have breakfast and are at school on time are able to learn well and access all interventions provided to ensure progress across the curriculum	Review attendance data and impact of interventions	PE lead and DHT	July 2020
Milk provision for PP families	To improve diet and ensure that disadvantaged children have the opportunity to have milk	Milk improves daily diet	Monitor whether children are drinking the milk provided	SLT	April 2021
World News to be shared with children	To increase children's knowledge and understanding of the world around them using Picture and First News	Many PP children have not got experience outside the local community and Cambridgeshire	Link with assemblies, class displays, PSHE	SLT	Annually
Welfare HLTA in place to support PP children and their families with attendance	Improved attendance and relationship with families	Attendance figures for PP children will be in line with their peers and above 96%	Review of attendance data	HT	July 2020
Life skills mentoring	To improve children's safety and wellbeing	Vulnerable children during lockdown needed support with healthy eating, wellbeing and understanding of safety and life choices during lockdown	Monitor and evaluate safety responses to questionnaire	DHT/PE lead	July 2020
Music lessons funded	All children to be able to access music lessons	Overall, the impact of arts participation on academic learning appears to be positive but low. Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and	Finance team, office and PP parents aware	SLT	July 2020

		<p>secondary schools, with greater effects on average for younger learners and, in some cases, for disadvantaged pupils.</p> <p>Some arts activities have been linked with improvements in specific outcomes. For example, there is some evidence of a positive link between music and spatial awareness and between drama and writing.</p> <p>Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.</p> <p>EEF Teaching and learning toolkit</p>			
School trip financial support for vulnerable families	All children to be able to access this resource	All children should be able to go on a school trip to enrich their curriculum whatever their financial circumstances	Families apply to school for financial help. Enrichment activities available for PP children - science festival attendance, Ely etc with PP champion	Teachers and SLT	Termly
Total budgeted cost:					£14872.10

TOTAL SPENT : £63395.45

TOTAL CARRY FORWARD (Due to COVID DISRUPTION): £644.55

Review of expenditure from previous academic year

PREVIOUS ACADEMIC YEAR 2019/20				
Total amount: £60820				
Quality of teaching for all				
Action	Intended outcome	Impact	Lessons learned	Cost
30 minute training session and handouts on class teacher's role regarding PP	Staff trained in PP	All staff trained Awareness of PP pupils and class teachers role better understood Profile of PP raised	Some staff found paperwork unmanageable – streamline for next year. New staff will require training next year	£18480
See school SDP and RIP Particular focus on Y6 & Y2 pupils making accelerated progress, supporting staff to deliver targeted in class interventions that are responsive. Investing in Read Write Inc. Phonics and Literacy in EYFS and KS1 Talk for writing training and school visits	Quality First Teaching for All	School year disrupted by Covid-19 crisis so impact cannot be measured Read Write Inc. Phonics purchased Training interrupted by Covid-19 crisis	See school RAP To be carried forward	
Reading profile raised in school alongside increased	All children read at least 4 times a week	School year disrupted by Covid-19 crisis so impact cannot be measured	To be carried forward	

encouragement and support to read at home and/or in school.				
Training for all in use of Bromcom system to access and interrogate assessment data	All staff trained in Bromcom	All teaching staff trained in Pupil Asset Summer 2020	Staff find it a useful tool Partial data for the year added to Pupil Asset by teachers	
In class maths and English support from trained teaching assistants.	In class support from teaching assistants in place	School year disrupted by Covid-19 crisis so impact cannot be measured		
KMc to work in partnership with classteachers on a rolling programme to identify PP children on a weekly basis who would benefit from additional follow up teaching to address misconceptions from the previous weeks LO's in English/Maths	Follow up groups in place (three times a week) to address misconceptions	Proved impossible to operate due to lack of TA time and teacher workload	Discussion with class teachers and implications for staffing essential in planning initiatives	
Targeted support				
Action	Intended outcome	Impact	Lessons learned	Cost
Develop the use of Bromcom to enable staff to have an overview of PP engagement and progress Classteachers to complete PP Overview grid for each PP pupil in their class. Updated on a termly basis	All PP children have an ongoing PP overview grid, added to on a termly basis.	School year disrupted by Covid-19 crisis so impact cannot be measured Profile of PP raised	Some staff found paperwork unmanageable – streamline for next year (possibly move to one whole school spreadsheet)	£21220

Classteachers to hold weekly feedback group with PP pupils.	Weekly feedback groups held, PP engagement increased	Proved impossible to operate due to lack of TA time and teacher workload	Discussion with class teachers and implications for staffing essential in planning initiatives	
TA support for PP children in classroom and intervention groups Targeted intervention lead by a teacher for Y6	Targeted support in class for PP children	School year disrupted by Covid-19 crisis so full impact cannot be measured	To be continued	
Campaign to encourage PP children to apply for librarian position (1-1 approach basis)	PP children in place as librarians.	School year disrupted by Covid-19 crisis so full impact cannot be measured	11 PP children (22%) engaged regularly with the library last year, 7 as librarians. To be continued	
Inspirational writing project	Targeted children to undertake Challenge the Gap project	Did not take place due to Covid-19 crisis	To carry forward into Autumn term	
Nurture room and interventions to support emotional wellbeing and learning needs of PP children	Implementation and further development of The Bridge	To provide SEMH support for PP children to engage in the curriculum and make expected progress	To be continued	
Other approaches				
Action	Intended outcome	Impact	Lessons learned	Cost
See Attendance Strategy Breakfast Club for targeted PP pupils and families	Attendance for all PP children in line with school data at or above 96%	Attendance data for PP children was 92.5% for the first half of the year Attendance and readiness to learn significantly improved by Breakfast Club provision	New guidelines about focus of PP funding on progress and attainment in maths/English mean this strategy cannot continue in 20/21	£18480

Fund additional learning experiences (within and outside the school day) for PP pupils – target especially middle and high attainers.	Targeted PP children provided with enhanced learning experiences to enrich the curriculum.	EEF	All PP to be funded for class trips in 20/21 New guidelines about focus of PP funding on progress and attainment in maths/English mean funding of music tuition and clubs cannot continue in 20/21
Where necessary essential items for learning and full participation in school life to be provided.	Provision of essential items	Items provided	New guidelines about focus of PP funding on progress and attainment in maths/English mean this strategy cannot continue in 20/21
Classteachers to follow up PP parents who have not made appointments and invite personally and/or offer a more flexible opportunity to discuss their child's learning	PP parents attend parents evenings	Improved attendance of PP parents for parent consultations	To be continued
All parents to be encouraged to sign up to DOJO app. PP parents to be followed up by classteachers on and individual basis	Whole school community engaged via Class DOJO	?% of PP families on Class Dojo	To be continued
HLTA in place to support PP children and their families with attendance	Welfare Officer in place	Attendance 92.5% for the first half of the year (before Covid) non disadvantaged was 95.6%	To be continued