



Current No. of Pupils on Roll	584
Total no. of pupils eligible for PPG (Based on January 2019 Census)	63
Amount of PPG received per pupil	£1,345
Total Pupil Premium Grant	£84,735

Current Number of Pupil Premium Pupils (November 2020)

Year Group (Total Pupils)	Number of Pupils	Percentage of Cohort
Nursery	1/51	2%
Reception	5/76	6.6%
Year 1	6/62	9.7%
Year 2	15/79	19.0%
Year 3	7/75	9.3%
Year 4	12/76	15.8%
Year 5	16/89	18%
Year 6	15/76	19.7%
All Pupils	77/584	13.2%

A Summary of some the Main Barriers to educational achievement faced by eligible pupils at the school

<p>Maths:</p> <ul style="list-style-type: none"> • Higher proportion of children working below age related expectations following COVID return • Weaker recall of strategies, methods and times tables. Some children have 'lost' basic skills which need revisiting and use of concrete manipulatives to support connections and relearning of skills. • Gaps in knowledge thorough missed learning and sequence of learning has been interrupted due to COVID. • Loss of previous confidence gained in tackling number problems, challenges and deeper learning activities. 	<p>English:</p> <ul style="list-style-type: none"> • Higher proportion of children working below age related expectations in reading following COVID return • Higher proportion of children working below age related expectations in reading following COVID return • Reading pace and stamina in both reading and writing has reduced • Accuracy and fluency in reading and writing impacted by COVID whole school closure and bubble closure • Motivation for writing has reduced • Reduction in language and vocabulary use • Handwriting and letter formation needs attention • Accuracy in phonic usage, spelling of high frequency words and punctuation has reduced • Expansion of sentences has reduced • Complexity of language used in writing has reduced
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<p>Social and Emotional:</p> <ul style="list-style-type: none"> • Support for friendships and peer relationships • Support for routine and structure • Support for social skills: sharing, competitiveness, resolving difficulties • Self esteem and expectations of self. • Ability to infer and see things from others point of view • Engagement • Support for verbal reasoning 	<p>Wider Strategies:</p> <ul style="list-style-type: none"> • 2 (2.6%) currently Looked After • 5 children have English as a second language (6.5%) • 56/77 (72.7%) are FSM. These children perform lower than PP who are not FSM. • 12 (15.6%) SEN Support • 27/77 (35%) summer born
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Spending	Spending
Staff to co-ordinate and support pastoral and learning needs of PPG children <ul style="list-style-type: none"> - Learning Mentor - PPG Co-ordinator - 2 x Level 2 Teaching Assistants to support individuals and groups 	£32840
Counselling	£10374
Heartsmart	£395
Books	£1995
Early Years resources	£1004
Subscriptions	£50
EAL resources	£105
Resources	£1687
	Balance £17230

Allocation of PPG 2020 – 2021 Action Plan		
Barrier or Need	Approach/Action	Success Criteria
<p>Maths</p> <ul style="list-style-type: none"> • Higher proportion of children working below age related expectations following COVID return • Weaker recall of strategies, methods and times tables. Some children have ‘lost’ basic skills which need revisiting and use of concrete manipulatives to support connections and relearning of skills. 	<p>Maths Whizz has been purchased for PPG children through the Catch-Up funding as a tailored tutoring programme that adapts to children’s needs and can be used in remote learning and in school. Evidence from last year shows a greater impact on PPG children when it is adopted as a whole class approach.</p> <p>Forensic analysis of Maths assessment by teachers to identify needs for targeted intervention. SLT to identify</p>	<p>Diminish the difference in achievement between PPG pupils and Non-PPG pupils in English and Maths.</p> <p>Discussions with teachers in pupil progress meetings will show that pupils are making improvements in confidence and independence in applying skills.</p>

<ul style="list-style-type: none"> • Gaps in knowledge thorough missed learning and sequence of learning has been interrupted due to COVID. • Loss of previous confidence gained in tackling number problems, challenges and deeper learning activities. 	<p>targeted groups through Pupil progress meetings.</p> <p>Targeted intervention in Maths by class teachers in small groups whilst the class is supported by another teacher.</p> <p>Training for staff on diminishing the differences and closing gaps in Maths</p>	
<p>English:</p> <ul style="list-style-type: none"> • Higher proportion of children working below age related expectations in reading following COVID return • Higher proportion of children working below age related expectations in reading following COVID return • Reading pace and stamina in both reading and writing has reduced • Accuracy and fluency in reading and writing impacted by COVID whole school closure and bubble closure • Motivation for writing has reduced • Reduction in language and vocabulary use • Handwriting and letter formation needs attention • Accuracy in phonic usage, spelling of high frequency words and punctuation has reduced • Expansion of sentences has reduced • Complexity of language used in writing has reduced 	<p>Purchase of additional assessment resources to support accurate assessment in Reading and speaking.</p> <p>Forensic analysis of Reading assessment and of Independent writing by teachers to identify needs for targeted intervention. SLT to identify targeted groups through Pupil progress meetings.</p> <p>Targeted intervention in Reading and Writing by class teachers in small groups whilst the class is supported by another teacher.</p> <p>Purchase of subscriptions to support teachers in provision of differentiated resources and resources to motivate targeted individuals and disadvantaged groups.</p> <p>Project X Alien Adventure books to support engagement in reading of older readers who need phonetically decodable books.</p> <p>High quality texts purchased for free reading in the new library.</p> <p>Purchase of online subscriptions for children such as Nessy and IDL to support children with identified reading and spelling needs.</p> <p>Home learning materials purchased to support individuals or disadvantaged groups.</p>	<p>Diminish the difference in achievement between PPG pupils and Non-PPG pupils in English.</p> <p>Discussions with teachers in pupil progress meetings will show that pupils are making improvements in confidence and independence in applying skills.</p> <p>SLT monitoring will evidence engagement and progress in learning.</p> <p>Children will show greater confidence in using and applying skills in independent writing and will choose books that are more adventurous.</p> <p>Children will show a love and enjoyment of reading and see themselves as readers.</p> <p>PPG pupils will make at least expected progress, with many making accelerated progress. This will include SEND children. Where children have not made expected progress, case studies will be produced.</p> <p>Pupils will be supported in developing strength in arms,</p>

	<p>Practical resources to support PPG pupils in EYFS linked to communication, imaginative play and gross and fine motor development. Develop use of helicopter stories and language development through high quality role play areas and outdoor provision.</p>	<p>hands and fingers and in building sentences in their speech. Helicopter stories will help advance language.</p>
<p>Social and Emotional:</p> <ul style="list-style-type: none"> • Support for friendships and peer relationships • Support for routine and structure • Support for social skills: sharing, competitiveness, resolving difficulties • Self-esteem and expectations of self. • Ability to infer and see things from others point of view • Engagement • Support for verbal reasoning 	<p>Learning Mentor to deliver social/emotional support and intervention to disadvantaged pupils and families and monitor attendance.</p> <p>Purchase of Heart Smart to support emotional resilience and development of social skills through remote access to videos and learning activities focusing on wellbeing, resilience and healthy relationships</p> <p>Purchase of Boxall Profile Credits to support assessment for some individuals. Time for staff to complete Strengths and Difficulties questionnaires to support understanding of wellbeing needs of others.</p> <p>Practical resources to support PPG pupils in EYFS linked to social interaction</p> <p>School counselling service</p>	<p>Children will demonstrate improvement in social and emotional skills.</p> <p>This will be demonstrated through Boxhall profiles where appropriate, results of SDQs and pupil and parent questionnaires.</p> <p>Discussions with parents and class teachers will show a development in confidence and self-esteem; children will have strategies to cope in different situations. Assessed through pupil and parent feedback, attendance, monitoring by learning mentor on playground and in social skills groups.</p> <p>Feedback from the counsellor that children are ready to exit counselling.</p>
<p>Wider needs</p> <ul style="list-style-type: none"> • 2 (2.6%) currently Looked After • 5 children have English as a second language (6.5%) • 56/77 (72.7%) are FSM. These children perform lower than PP who are not FSM. • 12 (15.6%) SEN Support • 27/77 (35%) summer born 	<p>Purchase of resources to support EAL needs</p> <p>Tuition for identified individuals</p> <p>Purchase of items to support the wellbeing of individuals</p>	<p>Identified resources will support whole class teaching</p> <p>Confidence of children will grow in specific areas identified by their class teacher.</p>

	<p>Purchase of fiddle toys and sensory support items to help concentration and engagement in individuals and address wellbeing needs.</p> <p>Develop motivation in wider curriculum to develop additional skills</p> <p>Training for staff in differentiation, meeting multiple complex needs in the classroom including ADHD and attachment</p> <p>Provision of remote support help desk to support families during periods of remote learning</p> <p>PPG co-ordinator and learning mentor to monitor and support engagement of PPG children in learning whilst learning is remote.</p>	<p>Improved concentration</p> <p>Wider opportunities for children and development of skills in other curriculum areas.</p> <p>Greater understanding of staff and ability to address needs.</p> <p>Technology and understanding how to use technology will not be a barrier to learning for families when children are learning at home.</p> <p>PPG children will actively engage in learning to minimise any lost learning during periods of remote learning.</p>
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Total	£84,735
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Date of First Pupil Premium Reviews: February 2021