



| Number of pupils and pupil premium grant received | |
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| Publish date | June 2021 |
| Total number of pupils on role | 110 |
| Proportion of disadvantaged pupils | 8.2% |
| Total number of pupils eligible for pupil premium | 9 (7+2) 2 FSM/Ever 6 4 Previously LAC (PP+) 2 special guardianship order (SGO) (PP+) 1 child arrangement order (CAO) (PP+) |
| Amount received per pupil | £1,345 x 2 £2,345 x 7 (PP+) |
| Total amount received | £19,105 |
| Statement authorised by | Joanna Scott |
| Pupil Premium Lead | Heather Cobbin |
| Governor Lead | Julie Hall |

| Summary of the barriers to educational achievement faced by eligible pupils 2020-2021: | |
|--|---|
| a. Social /Emotional/ Mental Health needs | <ul style="list-style-type: none"> • SEMH issues (e.g., Attachment, anger management difficulties and low self-esteem) for many of our pupils eligible for PP are having a detrimental effect on their learning and academic progress as they are not always 'ready to learn'. • A significant number of our PP have historically experienced a lot of ACE's. |
| b. Academic (English and Maths) | <ul style="list-style-type: none"> • Entry baseline in basic English and Maths key skills, in addition to poor oral skills, are lower for some pupils eligible for PP than for other. This slows academic progress in subsequent years, particularly in reading. • A significant number of our pupils eligible for PP are also SEND (56%). Their SEND complexities impact on their academic progress. |
| c. Oracy | <ul style="list-style-type: none"> • Some PP pupils find it challenging to know how to structure and apply their basic oracy skills across the curriculum which ultimately impacts on them achieving the expected writing standard at the end of KS2. |
| d. Behaviour / attitudes to learning | <ul style="list-style-type: none"> • Behaviour issues for a small number of pupils (eligible for PP) are having a detrimental effect as they are unable to take responsibility for and control their behaviour, therefore impacting on their learning and ultimately their academic progress. |
| e. Wider opportunities | <ul style="list-style-type: none"> • A small proportion of our PP eligible pupils have less opportunities to participate in learning beyond the school day (both school clubs and externally) |

Aims in spending P.P. 2020-2021:

- A. To enhance self-esteem and build confidence
- B. To maintain improved pupil progress and continue to narrow the attainment gap of PP pupils
- C. To develop vocabulary use and understanding
- D. To provide strategies for controlling anger and other inappropriate behaviours
- E. To enable equal access to educational provision for all pupils regardless of their financial position

Nature of support 2020-2021

Additional support from LSAs and TA within intervention groups in addition to normal class teaching
Weekly groups with ELSA trained member of staff to build self-esteem and learn strategies for positive behaviours
Attendance at Breakfast club
Allowing access to extracurricular activities, school trips and residential trips through funding
Spelling, Reading and Phonics group work with LSAs
Purchase of reading resources

Disadvantaged pupil progress scores for the last academic year N/A Covid 19

| Measure | Score |
|---------|-------|
| Reading | |
| Writing | |
| Maths | |

Disadvantaged pupil performance overview for last academic year: Key Stage 2 based on Teacher assessment

| Measure | Meeting the expected standard | Achieving greater depth |
|--|-------------------------------|-------------------------|
| Reading, Writing, Maths (RWM) combined | 0% | 0% |
| Reading | 40% | 0% |
| Writing | 0% | 0% |
| Maths | 40% | 0% |
| GPS | 0% | 0% |

Disadvantaged pupil performance overview for last academic year: Key Stage 1 - Teacher assessment

| Measure | Meeting the expected standard | Achieving greater depth |
|--|-------------------------------|-------------------------|
| Reading, Writing, Maths (RWM) combined | 50% | 0% |
| Reading | 0% | 50% |
| Writing | 50% | 0% |
| Maths | 0% | 50% |
| GPS | 50% | 0% |

Disadvantaged pupil performance overview for last academic year: Year 1 Phonics

| Measure | Achieved the standard |
|---------|-----------------------|
| Phonics | N/A |

Pupil Premium spending 2020-2021

| Aim A. | Cost | Objectives | Impact |
|---------------------------------|---|---|--|
| Access to councillor | 30 mins Support worker x 38 X 5 £1,000 | Develop confidence in the classroom and with peers Build self-esteem | Class teachers reported greater confidence overall. It was needed especially after the second (January 2021) lockdown as anxiety levels were heightened when all pupils returned in May. |
| Aim B. | Cost | Objectives | Impact |
| Purchasing of reading resources | £400 | Reading enjoyment and confidence is increased | Having a greater range of 'pupil suggested' books increased the uptake of borrowing and also peer to peer recommendations. |
| Classroom support | LSA 12.5 hours per week x 38 £8,634 | To implement and develop strategies for confidence in the classroom and with peers Build self-esteem Appropriate behaviours and strategies being learnt | Consistent strategies were implemented following training sessions from a behaviour specialist from Oakfield School. |
| Daily reading intervention | 15 mins X 5 X 38 weeks LSA £400 | Increase in confidence in writing and reading Gap lessened with peer group Ability to access work peers can. | There was an improvement in reading and spelling scores which then had an impact on descriptive writing. By far the greatest benefit was in the pupil's attitude to reading, the daily reading was continued at home, |

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| | | | especially during the second lock-down. |
| CPD | 1 day X 2 LSA - £221 Twilight X 3 X 6 - $\frac{1}{2}$ day X2 X4 - £600 1 day - £150 | Relevant training undertaken to ensure the provision for our PPG pupils is of high priority. | Challenging behaviour KS1 Mastery Maths Hub KS1 + KS2 Rainbow Spelling Safeguarding Updates Positive Handling qualifications for the whole school |
| Aim C. | Cost | Objective | Impact |
| Comprehension work in reading KS2 | 50 mins per week TA X 38 £350 | Vocabulary extension and understanding More complex age-appropriate texts accessed | 50% of the pupils who attended passed their mock reading SATs paper. |
| Vocabulary on all working walls Sentence starters displayed around white boards | CPD twilight LSA X 5 - £150 | To act as a constant reminder of subject specific vocabulary with associated definitions | Pupils happier to use the correct vocabulary when discussing their work |
| Aim D. | Cost | Objective | Impact |
| Access to Oakfield resources and staff | Support worker X 1 throughout the year £5,802 | Develop confidence in the classroom and with peers Build self-esteem Appropriate behaviours and strategies being learnt | Strategies that encouraged successful peer to peer interactions have had a positive impact on break times, reducing the number of reportable incidents. |
| Aim E. | Cost | Objective | Impact |
| Cool Milk | £1.10 X 38 X 2 £83 | To help in cognitive development | Subsidised milk ensured FSM pupils had a nutritional drink that supported their growth. |
| Breakfast club | £15 X38 weeks x1 £570 | To start the day with a nutritional breakfast and allow a smooth transition into school. | Having a flexible approach to attending sessions ensured that some pupils who needed quiet time before school started were catered for. |
| Financial support on trips and visits and uniform | £200 | Enable all pupils to access residential visits for outdoor and adventurous learning and team building. Ensure no pupil is disadvantaged in terms of uniform, | All pupils had the correct P.E. kits and were able to fully participate in all sessions in and out of school. |

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| | | sports kit or equipment | |
| Bikeability | 5-day X 1 TA - £545 | To ensure road awareness and safety, helping to foster independence. | This had a positive effect on working as a team and pupils' awareness of other road users. |

| Summary | |
|-------------------------------|---------|
| Total PPG received | £19,105 |
| Total PPG planned expenditure | £19,105 |
| PPG remaining | £0 |

| How this was measured |
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| <p>Pupil progress meetings took place each term and consisted of discussions with the class teacher and headteacher. In the case of PP pupils this was more detailed and took the form of a case study with supporting evidence in some cases such as observations, learning journey (EYFS pupils) or books. Progress of PP pupils was compared from their starting points and compared to their peers in the pupil progress meeting.</p> <p>Some of the progress PP pupils made was measured through soft data - through observation, comments and anecdotal evidence as improvements in self-esteem, attitude and behaviour were visible in the interactions of the pupils throughout the school day, especially following our second period of lock-down.</p> <p>Teacher assessments were used during the term to track pupils in English and Maths.</p> |

Measuring the impact of Pupil premium spend in 2020 - 2021

The school analyses and evaluates whole school data termly, ensuring quality first teaching, interventions and provision are of high priority for the Pupil Premium pupils.

Due to school closures caused by the Corona Virus pandemic, national testing was not undertaken.

EYFS

100% of P.P. pupils' performances were comparable to non-P.P. pupils in English and Maths.

Year 2

50% of P.P. pupils performance was below that of non-P.P. pupils in all subjects.

50% of P.P. pupils performance was expected compared to non-P.P. pupils in writing and greater depth in maths and reading.

Year 3

100% of P.P. pupils' performance is below that of non-P.P. pupils in all subjects.

Year 4

100% of P.P. pupils' performance was below that of non-P.P. pupils in writing.

100% of P.P. pupils' performance was expected compared to that of non-P.P. pupils in maths.

50% of P.P. pupils performance was below that of non-P.P. pupils in reading, with 50% being expected compared to non- P.P. pupils.

Year 6

100% of P.P. pupils' performance was below that of non-P.P. pupils in writing.

100% of P.P. pupils' performance was below that of non-P.P. pupils in maths.

50% of P.P. pupils performance was below that of non-P.P. pupils in reading, with 50% being expected compared to non- P.P. pupils.

Data analysis across all year groups shows that our approaches to Pupil Premium through support, CPD and the purchasing of resources are having some impact in certain year groups.

Our P.P. pupils are a priority across the school in all subjects and we continually monitor, evaluate, and develop our approach and programmes to ensure we are providing the best for all our pupils.

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| Date of the next review of the school's pupil premium strategy |
| This will take place in September 2021 |