

# PUPIL PREMIUM STRATEGY STATEMENT

## 2021 PUPIL PREMIUM GRANT ALLOCATION: £34,245

Given the impact of the previous year's provision the school will continue to use the Pupil Premium to fund a programme of:

- Targeted support in all areas of development
- Systematic phonics programme
- Daily small group & 1:1 Targeted Support in reading, writing and maths
- Daily IDL reading & spelling programme
- COGMED: Short and working memory programme

This will be adapted in response to changes in the cohort.

This strategy will be reviewed in July 2020

## 1920 PUPIL PREMIUM RECEIVED: £29,040

### REVIEW OF SPEND AND IMPACT

#### EYFS & KS1: PPG used £13,200

#### SPECIFIC BARRIERS

- A: Some PPG children entering Reception have below average levels of oracy, communications and language skills and struggle to communicate in an effective manner
- B: Some PPG children entering Reception have below average mark making ability
- C: Some PPG children entering Reception have below average maths ability
- D: Some PPG children do not achieve the Y1 Phonics threshold at the specified point of time
- E: Some Y2 PPG children are not consistently proficient in Y1 phonics

#### INTERVENTIONS

- Targeted support in all areas of development
- Systematic phonics programme
- Daily small group & 1:1 Targeted Support in reading, writing and maths
- Daily idl reading & spelling programme
- Cogmed: Short and working memory programme

#### IMPACT OUTCOMES FOR 1920 CANNOT BE CALCULATED DUE TO COVID LOCKDOWNS. THE DATA BELOW ARTICULATES THE IMPACT FOR 1819

- EYFS: 2 children: 1 child achieved a Good Level of Development: 1 child didn't scoring 13/17 of the goals
- Y1: 3 children: All children achieved the phonics threshold
- Y2: 5 children: All 5 children achieved the expected standard in reading. 1 of the 5 children achieved the expected standard in writing. 4 of the five children achieved the expected standard in maths.

#### EVALUATION

- A comprehensive range of interventions for Y1 PPG children was implemented during 1819 aimed at addressing barriers:
- These strategies were delivered by either experienced class teachers or experienced Learning Support Assistants and carried a significant cost in terms of staffing.
- The school budget supports 2 X 0.5 FTE LSAs for morning support in classes.
- PPG supports 2 X 0.5 FTE LSAs for the provision of additional intervention and support groups.
- Data and SLT monitoring indicate that interventions for PPG children have proven consistently impactful and have had a positive impact with regards to both PPG and NON PPG children
- The school will maintain this programme of interventions for 1920; however it will be refined and repositioned to reflect both feedback from staff and the needs of the new cohort and enhanced through relevant generic and individual staff training.

#### KS2: PPG used £15,840

#### SPECIFIC BARRIERS

- F: Some PPG children do not achieve the Y2 end of year age related expectations at the specified point of time
- G: Some PPG children enter KS2 year groups with a gap between their attainment in key areas and the average attainment in these areas of the NON PPG children

#### INTERVENTIONS

- Small group & 1:1 Targeted Support in reading, writing, GPS and maths

- Daily idl spelling and reading programme
- Cogmed: Short and working memory programme

**IMPACT OUTCOMES FOR 1920 CANNOT BE CALCULATED DUE TO COVID LOCKDOWNS. THE DATA BELOW ARTICULATES THE IMPACT FOR 1819**

<b>YEAR 3 (3)</b>	<b>Reading</b>		<b>Writing</b>		<b>Maths</b>
<b>Target PP EXP+</b>	<b>100%</b>		<b>100%</b>		<b>100%</b>
<b>Achieved PP EXP+</b>	<b>66% (2)</b>		<b>66% (2)</b>		66% (2)
<b>Non PP EXP+</b>	<b>85%</b>		<b>79%</b>		85%
<b>YEAR 4 (4)</b>	<b>Reading</b>	<b>Writing</b>		<b>GPS</b>	<b>Maths</b>
<b>Target PP EXP+</b>	<b>100%</b>	<b>100%</b>		<b>100%</b>	<b>100%</b>
<b>Achieved PP EXP+</b>	<b>100%</b>	<b>100%</b>		<b>75%</b>	75%
<b>Non PP EXP+</b>	<b>85%</b>	<b>85%</b>		<b>75%</b>	80%
<b>YEAR 5 (7)</b>	<b>Reading</b>	<b>Writing</b>		<b>GPS</b>	<b>Maths</b>
<b>Target PP EXP+</b>	<b>100%</b>	<b>100%</b>		<b>100%</b>	<b>100%</b>
<b>Achieved PP EXP+</b>	<b>71%</b>	<b>57%</b>		<b>57%</b>	43%
<b>Non PP EXP+</b>	<b>87%</b>	<b>78%</b>		<b>74%</b>	67%
<b>YEAR 6 (2)</b>	<b>Reading</b>	<b>Writing</b>		<b>GPS</b>	<b>Maths</b>
<b>Target PP EXP+</b>	<b>100%</b>	<b>100%</b>		<b>100%</b>	<b>100%</b>
<b>Achieved PP EXP+</b>	<b>100%</b>	<b>100%</b>		<b>100%</b>	100%
<b>Non PP EXP+</b>	<b>93%</b>	<b>93%</b>		<b>97%</b>	95%

**OVERALL EVALUATION**

- The school has high expectations for its PPG children
- These high expectations include the children's personal development, behaviour and welfare and the successful transition of Y6 children to Y7
- Rigorous processes to plan, monitor and evaluate PPG provision is embedded and driven by the school's ethos and facilitated by the school's financial management, routines, systems and timetables
- The school is consistently refining and repositioning a comprehensive programme of interventions to support PPG children to achieve these high expectations
- Data and SLT monitoring indicate that overall the programme of interventions for KS2 PPG children is effective in terms of both impact and cost and has proven consistently impactful.
- This is in mainly due to the continuity of staff and the use of both experienced LSAs and qualified teachers as HLTAs and generic and targeted staff development which contributes to the continuously improving provision and impact
- However, in Year 5 the programme of interventions for PPG children have not had the impact planned for. This cohort is the weakest in the school with a long tail of under achieving children, both PPG and NONPPG
- The school will maintain this programme of interventions for 1920; however it will be refined and repositioned to reflect both feedback from staff and the needs of the new cohort and enhanced through relevant generic and individual staff training.