



## 2020-21 PUPIL PREMIUM STATEMENT (Inc Catch up Premium Spend)

SUMMARY INFORMATION					
Number of pupils:	246	Number of pupils eligible (inc EYPP):	83	Total budget:	£102,103.35
Date of most recent review:	06.10.2020	Date of most recent external review:	18.11.2020	Date of next review:	March 2021

KEY				
Well below expected progress	Below expected progress	Minimum expected progress	Above expected progress	Well above expected progress

2019-2019 PUPIL PREMIUM ACHIEVEMENT SUMMARY									
	Number of PP pupils	LAC	Service Chd	Reading % at ARE End of Year 19/20	Progress % Age-related 19/20	Writing % at ARE End of year 19/20	Progress % Age-related 19/20	Maths % at ARE End of Year 19/20	Progress % Age-related 19/20
N 2	19								
N3	24								
R	29	1							
1	26								
2	30		1						
3	30								
4	28								
5	30		1						
6	30								

### COMMON BARRIERS TO FUTURE ATTAINMENT FOR PUPIL PREMIUM PUPILS

<p><b>In school</b> – areas to be addressed by school such as poor language skills, parental engagement</p>	<ul style="list-style-type: none"> <li>• Low attainment upon entry to school particularly in CLL and PSED</li> <li>• Poor communication skills and low vocabulary</li> <li>• Low levels of resilience and self-belief as a result of poor social and emotional skills which could manifest itself as poor behaviour</li> <li>• Speech and language delay</li> <li>• Lack of consistent parental engagement</li> </ul>
<p><b>External</b> – areas which require action outside of school such as attendance, low aspirations, poor</p>	<ul style="list-style-type: none"> <li>• High levels of socio-economic deprivation resulting in poor health and wellbeing outcomes for families</li> <li>• Higher rates of persistent absence for PP children</li> <li>• The community has a history of poor educational outcomes for this group, low levels of aspiration</li> <li>• COVID 19 Pandemic</li> <li>• Higher rate of domestic violence and substance misuse</li> <li>• Parental mental health</li> </ul>

### DESIRED OUTCOMES FOR PUPIL PREMIUM PUPILS

### SUCCESS CRITERIA

<ul style="list-style-type: none"> <li>• Children attend school on time regularly in line with the national averages for all pupils</li> <li>• Children make better than expected progress in reading, writing and maths to close the gap on their non-disadvantaged peers both locally and nationally</li> <li>• Levels of engagement and participation of pupil premium children will be maintained across the school</li> <li>• Pupil's wellbeing is supported effectively to ensure they are ready for learning and develop a passion for learning</li> <li>• Pupil's develop stamina and independence to achieve targets and are prepared for success in later life</li> <li>• High quality reading and writing interventions to accelerate progress and close gaps</li> <li>• High quality WAVE 1 class teaching to ensure all disadvantaged pupils can access learning</li> <li>• All pupils are in receipt of good or better teaching</li> <li>• Parents and carers are encouraged to play an active role in their child's education</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance for pupil premium children is in line with National – 95.5%</li> <li>• The % of children achieving at or above age related expectations is more in line with non-pupil premium children</li> <li>• Rates of progress are at or above expected</li> <li>• Reduction in the number of fixed term exclusions for PP children</li> <li>• Pupils are engaged and participation in extra-curricular activities is increased ( Spring and Summer term if restrictions allow)</li> <li>• Where appropriate, pupil premium children are prioritised for cultural and external opportunities</li> <li>• Aspirations of pupil premium children demonstrate ambition and success in later life</li> <li>• Targeted intervention ensures gaps are addressed and % of children achieving at or above ARE increases</li> <li>• Number of parents/carers attending events increases</li> <li>• Classrooms, quality of teaching and evidence in books demonstrate high quality writing</li> </ul>
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| <ul style="list-style-type: none"><li>• Children and families believe that they can do well in the future</li><li>• Staff competence, in addressing poverty of vocabulary, supports pupils outcomes in reading and writing</li><li>• Parents are sign posted to the Bristol Based Parenting Menu in order to access supportive advice</li><li>• EWO service is used to support persistent absence of PP children</li></ul> |  |
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PLANNED SPEND 2019 – 2020

	Objective/Intervention	Rationale	Expected Outcome	Detailed provision	Cost	RAG rating
TEACHING & LEARNING £77,587 OF TOTAL SPEND	Booster classes run by qualified teachers for Reading, Writing and Maths to meet ARE and to exceed ARE	Children not attaining as well as their peers in Reading, Writing and Maths	<i>Higher % of pupils to achieve ARE and an increase in the number of pupils achieving the exceeding ARE at the end of Year 5 and Year 6</i>	Y6 and Y5 Booster groups. Afternoons taught by Qualified teachers. 2 hours per week Aki 5 days a week Sji	<i>£115 per 2hrs £4,485 £4,050 (15%)</i>	
	Reading Recovery and Reading Recovery interventions for Y1/2/3 including CPD support for all staff	Children not attaining as well as their peers in Reading in KS1 and EYFS	<i>Higher % of pupils to make more than expected progress in reading in Y1 and Y2.</i>	<i>Reading recovery Teacher employed. BRP whole school training.</i>	£10,000	
	Writing and spelling support Spelling / Switch on/ precision Teaching/ interventions A to Z Phonics booster groups Colourful semantics Time to talk	Children not attaining as well as their peers in Reading, Phonics KS1	<i>Higher % of pupils to make more than expected progress in reading and writing</i>	Focus group in each year have been identified. 2 afternoons per week TA interventions per class. R – Y2	£12,654	
	Writing and spelling support Spelling / Switch on/ precision Teaching/ Rapid Writing interventions	Children not attaining as well as their peers in Reading, writing and in spelling KS2	<i>Higher % of pupils to make more than expected progress in reading in KS2</i>	Pupils in KS2 identified as working well below the ARE in reading, spelling or writing 2 afternoons per week per class Y 3-6	£16,872	

	A to Z Colourful semantics					
	Maths intervention Rapid Maths Maths Booster	Children not attaining as well as their peers in Maths KS1 and 2	<i>Higher % of pupils to make more than expected progress in Maths</i>	Pupils identified as working well below the ARE in Maths 2 afternoons per week x each Class R – Y6	£29,526	
					<i>£77,587</i>	
Catch up Funding	Partial subsidised National Tutoring Programme	Children who require catch up post pandemic as they have fallen further behind in writing and maths	<i>Higher % of pupils to make more than expected progress in Maths and writing</i>	Pupils have been identified due to falling further behind than their peers. 6 children per class ( 3 writing, 3 maths) 8x 45 mins sessions for 15 weeks	<i>25% of £57.00 Per session</i>  <i>8 children x 15 hour blocks x £57 per hour =</i>	
	Booster classes run by qualified teacher for Reading, Writing and Maths to meet ARE and to exceed ARE	Children not attaining as well as their peers in Reading, Writing and Maths	<i>Higher % of pupils to achieve ARE and an increase in the number of pupils achieving the exceeding ARE</i>	5 days a week Sji	<b>£10,000</b>	
<b>PASTORAL SUPPORT</b> £23 049.60 OF TOTAL SPEND	Family support Thrive and pastoral support	Whole School (inc EYFS) Children arrive at school unable to cope emotionally and practically due	<i>Improved scores on the SDQ (Strengths and Difficulties Questionnaire) Improved Thrive scores Boxall</i>	Pupils as identified as finding it difficult to engage in learning possibly due to experiencing a trauma Pupils identified using the Thrive / ELSA screening	£15,000	

		to the wider demands and traumas outside of school		4 x days FSW		
	Targeted attendance support	Children have low attendance Attendance officer	<i>Improved overall attendance for the school and specific identified pupils. A reduction in lateness.</i>	Pupils identified as having a low attendance and consistent lateness Low income families who require additional support Home visits, phone calls, check- ins, Letters and penalty notices. Breakfast for targeted families and Fare Share 5 x 4 hours daily	£8,049.60	
					<b>£23,049.60</b>	
<b>ENRICHMENT &amp; EXPERIENCES</b> 3% OF TOTAL SPEND	<b>Enrichment trips and visits</b>	For pupils who have little/ no additional enrichment experiences out of school.	Increased participation in trips and visits.	<ul style="list-style-type: none"> <li>• Mini bus hire to take PP pupils to trips and excursions.</li> <li>• 4 times per year. – School</li> <li>• 3 times per year EYFS</li> </ul>	<b>£1800</b>	
	<b>Enrichment trips and visits</b>	For pupils who have little/ no additional enrichment experiences out of school.	Increased participation in trips and visits.	<ul style="list-style-type: none"> <li>• Cost of annual membership of National trust for school.</li> </ul>	<b>£120</b>	

	<b>After School Clubs (paid) and music lessons</b>	For pupils who have little/ no additional enrichment experiences out of school.	Increased participation in after school curriculum and music lessons	<ul style="list-style-type: none"> <li>• £30 x 4 music tuition</li> <li>• £20 x 6 for other paid clubs costs</li> </ul>	<b>£ 800</b>	
					<b>£2,720</b>	

<b>TOTAL SPEND:</b>	<b>£103,356.60</b>
<b>TOTAL (UNDERSPEND) / OVERSPEND:</b>	<b>£1253.25</b>