

## Pupil Premium Strategy



<b>Summary information</b>			
<b>Academic Year</b>	2020 - 2021	<b>Total PP budget</b>	£185,610
<b>Number of pupils on roll</b>	300	<b>No. of pupil eligible of PP</b>	138 (46%)
<b>No. of pupils receiving Adopted From Care Premium</b>	2 (£4,690)	<b>No. of pupils receiving Forces Premium</b>	2 (£310)

### Planned expenditure

	<b>Cost</b>
Family Support (SO and FSW)	£33,837
2 x additional teachers to keep classes to a smaller size and avoid mixed aged classes.	£66,020
Full Time SENDCO - 44 of the children who receive Pupil Premium are also on the SEN register = 32% of PP children also need SEN support	£12,314.25
TA delivering ELSA programme 5 afternoon a week.	£3,798.60
Additional TAs – 3 x TA's delivering interventions (am), plus 2 x TA's employed in an afternoon as additional support in classes	£37,986
Resources (games club, breakfast club, therapy resources etc.)	£2000

Breakfast Club (staff and food)	£3,798.60 (staff hours) Food: £650 Off set by Breakfast Club income
PP free jumpers and extra uniform provided to pupils	£900
Pathways to Read – Schemes of learning purchased Literacy Company (training for staff to enhance teaching and learning for PP children, incl. interventions)	£1,575
Technology – purchase of Samsung tablets for all PP children Y2-5.	£14,791.50
Pupil Premium Lead (AHT) Management time and PP Pupil Progress	£6,339.05
Purchase of new assessment system – INSIGHT- to track progress more efficiently and effectively	£1,600

## Pupil Premium Evidence and Impact 2020-21



### Desired Outcomes

Outcome	Evidence
To continue to ensure that the progress of disadvantaged pupils is in line with or greater than non-disadvantaged pupils.	
Improved progress of all PP children towards the ELGs	All PP children to make at least expected progress (to remain working at age related or expectations or move towards this if not already doing so)
Improved progress in phonics and reading for all PP children.	Phonics screening results to show that the progress of PP children in phonics is as good or better than non PP children. Reading data (end of Key stage and in year data) to show that the progress of PP children in phonics is as good or better than non PP children.
Improved progress in maths for all PP children	Maths data (end of Key stage and in year data) to show that the progress of PP children in maths is as good or better than non PP children. .
Improved progress in writing for all PP children	Writing data (end of Key stage and in year data) to show that the progress of PP children in phonics is as good or better than non PP children.

Improved parental engagement of PP children at EYFS, KS1 and KS2	Parents regularly attend parents' evening. Parental attendance at meetings with HT/SO/FSW/CTs etc. Parental attendance at curriculum events
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Barriers to future attainment	School Evidence	Impact
Poor language and communication skills.	WELCOMM interventions take place in EYFS (2-5yrs) Timely speech and language referrals	
Limited life experiences and opportunities	Wider school experiences School Trips Residentials	
Poverty and limited financial resources	Free School jumper provided to all PP children Uniform/PE kits sources for children who need them.	
Poor attendance	Part time Attendance officer monitors attendance of pupils regularly, including those not at compulsory school age. Letters are sent home to parents of children who are on high alert/who have sporadic attendance FPN are issued	
Stressful and complex home background/circumstances	Support for families via school Attendance Officer and Safeguarding Officer TAF involvement, CIN, CP support Support for children in school, ELSA, LEGO therapy, Sand therapy etc.	
Lack of employment and historical unemployment	Careers projects for children to raise aspirations of our young people	
Mobility/transient families	Support for families via school Attendance Officer and Safeguarding Officer	

Challenging behaviour	Parenting courses – 123 Magic Lead Behaviour Professional in school tracks behaviour across the school.	
Low self-esteem and lacking in self confidence	Family Support Worker/Attendance Officer Safeguarding Officer Happy to be Me Lego Therapy Sand Therapy ELSA support for children in both KS1 and KS2. Two members of staff are now ELSA trained.  Link with Cheshire Young Carers to provide support for children. Assessments carried out to identify young carers.	
Substance misuse	Family Support Worker/Attendance Officer Safeguarding Officer	
Poor mental health	Family Support Worker/Attendance Officer/Safeguarding Officer Mental Health focus days/weeks (adults and children) ELSA support for children in both KS1 and KS2. Two members of staff are now ELSA trained. Link with Cheshire Young Carers to provide support for children. Assessments carried out to identify young carers.	
Poor nutrition and routines	Free Breakfast club open to all children Free Staff led after school clubs (timetabled activities)  <i>(Afterschool clubs will continue again once restrictions are lifted)</i>	
Poor quality housing	Family Support Worker/Attendance Officer/Safeguarding Officer	
Limited access to technology	ICT provision in school	
Limited involvement in education	Family Support Worker/Attendance Officer/Safeguarding Officer Wider Opportunities for Opportunities for children	

Low expectations and limited aspirations for themselves and their children	Careers projects for children to raise aspirations Continued work throughout school to raise children's self-esteem and aspirations.	
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