



Pupil Premium Strategy 2020-21			
<b>Total PP Budget</b>	£ 155,270	<b>Date of most recent PP review</b>	Sept 2020
<b>Number of pupils eligible for PP</b>	106 -Ever 6 FSM 1 Ever 6 Service 2 PLAC 3 LAC 10 EYPP (estimate)	<b>Date for next internal review of this strategy</b>	Sept 2021

Barriers to future attainment (for some pupils eligible for PP) Academic Year 2020-21	
<b>A</b>	Speech and language delay when entering Early Years
<b>B</b>	Gaps in learning
<b>C</b>	Lower attainment at higher levels in English and mathematics
<b>D</b>	Access to extra-curricular provision including access to cultural experiences
<b>E</b>	Low attendance rates compared with other children
<b>F</b>	Resilience in the face of both academic and personal challenges

## Planning outline for 2020-21

### EYFS Initiatives

Barriers to learning to be addressed:

<b>A</b>	Speech and language delay when entering Early Years				
<b>B</b>	Gaps in learning				
<b>C</b>	Lower attainment at higher levels in English and mathematics				
<b>Sutton Trust/EEF Category</b>	<b>Estimated (£)</b>	<b>Brief summary of the intervention or action, including details of year groups and/or pupils involved.</b>	<b>Rationale for approach Specific intended outcomes</b>	<b>Monitoring</b>	<b>Target &amp; Actual impact</b>
Early Years Intervention	£8036.20	Targeted support for disadvantaged children in Nursery with a particular focus on speaking, reading, writing and mathematics.	To ensure disadvantaged children attain as highly as possible and make the best possible progress across the curriculum	Progress towards age related expectation to be monitored across the year.	Target: 100% of children exiting nursery in 2020 to achieve at least expected progress from baseline assessment
	£15,704.43	Targeted support for disadvantaged children in Reception with a particular focus on speaking, reading, writing and mathematics.	To ensure disadvantaged children attain as highly as possible and make the best possible progress across the curriculum	Progress towards GLD to be monitored across the year.	Target: 100% of children exiting Reception in 2020 to achieve at least expected progress from baseline assessment

**Y1-Y6 Initiatives**

Barriers to learning to be addressed:

<b>B</b>	Gaps in learning
<b>C</b>	Lower attainment at higher levels in English and mathematics

<b>Sutton Trust/EEF Category</b>	<b>Estimated (£)</b>	<b>Brief summary of the intervention or action, including details of year groups and/or pupils involved.</b>	<b>Rationale for approach Specific intended outcomes</b>	<b>Monitoring</b>	<b>Target &amp; Actual impact</b> (Targets provisional subject to baseline/autumn assessment)												
Teaching Assistants	£9472.10	Y1-Continuous support in class of Pupil Premium children across the curriculum.	To enable all pupil premium children to progress in all areas of the curriculum	<p>Class teachers to make TAs aware of disadvantaged children in each class they work in.</p> <p>TAs to spend appropriate proportion of time with disadvantaged children.</p> <p>Gap to be closed with other children especially in RWM. Data to be analysed each term and discussed at pupil progress meetings</p>	<p>Target:</p> <table border="1"> <tr> <td></td> <td>ARE+</td> <td>GD</td> </tr> <tr> <td>R</td> <td>100%</td> <td>50%</td> </tr> <tr> <td>W</td> <td>100%</td> <td>25%</td> </tr> <tr> <td>M</td> <td>100%</td> <td>38%</td> </tr> </table>		ARE+	GD	R	100%	50%	W	100%	25%	M	100%	38%
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£25589.00	Y2-Continuous support in class of Pupil Premium children across the curriculum	<p>Target:</p> <table border="1"> <tr> <td></td> <td>ARE+</td> <td>GD</td> </tr> <tr> <td>R</td> <td>75%</td> <td>25%</td> </tr> <tr> <td>W</td> <td>79%</td> <td>25%</td> </tr> <tr> <td>M</td> <td>87%</td> <td>37%</td> </tr> </table>		ARE+	GD	R	75%	25%	W	79%	25%	M	87%	37%			
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£15416.41	Y3-Continuous support in class of Pupil Premium children across the curriculum.			<p>Target: Y3</p> <table border="1" data-bbox="1619 256 1955 408"> <thead> <tr> <th></th> <th>ARE+</th> <th>GD</th> </tr> </thead> <tbody> <tr> <td>R</td> <td>75%</td> <td>30%</td> </tr> <tr> <td>W</td> <td>75%</td> <td>25%</td> </tr> <tr> <td>M</td> <td>82%</td> <td>40%</td> </tr> </tbody> </table>		ARE+	GD	R	75%	30%	W	75%	25%	M	82%	40%												
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£13,082.28	Y4/5 Continuous support in class of Pupil Premium children across the curriculum.			<p>Target: Y4</p> <table border="1" data-bbox="1619 560 1955 711"> <thead> <tr> <th></th> <th>ARE+</th> <th>GD</th> </tr> </thead> <tbody> <tr> <td>R</td> <td>78%</td> <td>21%</td> </tr> <tr> <td>W</td> <td>85%</td> <td>21%</td> </tr> <tr> <td>M</td> <td>70%</td> <td>21%</td> </tr> </tbody> </table> <p>Target: Y5</p> <table border="1" data-bbox="1619 831 1955 983"> <thead> <tr> <th></th> <th>ARE+</th> <th>GD</th> </tr> </thead> <tbody> <tr> <td>R</td> <td>73%</td> <td>42%</td> </tr> <tr> <td>W</td> <td>78%</td> <td>33%</td> </tr> <tr> <td>M</td> <td>87%</td> <td>37%</td> </tr> </tbody> </table>		ARE+	GD	R	78%	21%	W	85%	21%	M	70%	21%		ARE+	GD	R	73%	42%	W	78%	33%	M	87%	37%
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£41,045	Y6 Continuous support in class of Pupil Premium children across the curriculum.			<p>Target: Y6</p> <table border="1" data-bbox="1619 1114 1955 1265"> <thead> <tr> <th></th> <th>ARE+</th> <th>GD</th> </tr> </thead> <tbody> <tr> <td>R</td> <td>90%</td> <td>30%</td> </tr> <tr> <td>W</td> <td>80%</td> <td>25%</td> </tr> <tr> <td>M</td> <td>90%</td> <td>25%</td> </tr> </tbody> </table>		ARE+	GD	R	90%	30%	W	80%	25%	M	90%	25%												
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Sutton Trust/EEF Category	Estimated (£)	Brief summary of the intervention or action, including details of year groups and/or pupils involved.	Rationale for approach  Specific intended outcomes	Monitoring	Actual impact												
Small group tuition and/or 1 to 1 tuition	£2504.30	Y6 Booster Groups for reading, writing and mathematics	To secure age related expectation and push towards greater depth in reading for Pupil Premium children	Progress children making over the course of the intervention to be monitored termly.  Data to be analysed post SATs	Target:  Of the children selected for the group- 100% to achieve ARE+												
	£12,521.50	Y6 reduction of class size in morning.	Providing focused support for children who are disadvantaged	Gains made by disadvantaged children to be checked by DH termly	Target:  Target: Y6 <table border="1" data-bbox="1619 831 1955 979"> <thead> <tr> <th></th> <th>ARE+</th> <th>GD</th> </tr> </thead> <tbody> <tr> <td>R</td> <td>90%</td> <td>30%</td> </tr> <tr> <td>W</td> <td>80%</td> <td>25%</td> </tr> <tr> <td>M</td> <td>90%</td> <td>25%</td> </tr> </tbody> </table>		ARE+	GD	R	90%	30%	W	80%	25%	M	90%	25%
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Extra- Curricular Initiatives

Barriers to learning to be addressed:

D	Access to extra-curricular provision including access to cultural experiences				
<b>Sutton Trust/EEF Category</b>	<b>Estimated (£)</b>	<b>Brief summary of the intervention or action, including details of year groups and/or pupils involved.</b>	<b>Rationale for approach Specific intended outcomes</b>	<b>Monitoring</b>	<b>Target &amp; Actual impact</b>
Arts participation	£1210	To subsidise participation in school visits where possible with focus on arts and culture	To ensure that disadvantaged children have access to a wide variety of cultural experiences	Disadvantaged children to be surveyed with regard to their previous cultural experiences and how the experiences they are provided with have impacted on them.	100% of disadvantaged children in school to have had opportunity to experience visit relating to arts and/or culture
	£500.00	To fund disadvantaged children for activities which emerge thorough the year	TBC	TBC	TBC

Attendance initiatives

Barriers to learning to be addressed

E	Low attendance rates compared with other children				
<b>Sutton Trust/EEF Category</b>	<b>Estimated (£)</b>	<b>Brief summary of the intervention or action, including details of year groups and/or pupils involved.</b>	<b>Rationale for approach Specific intended outcomes</b>	<b>Monitoring</b>	<b>Target and actual impact</b>
Parental involvement	£3500	To employ a part time attendance officer to ensure the fullest possible attendance of disadvantaged children	To improve attendance of disadvantaged children.	Attendance of disadvantaged children particularly those with persistent absence to be monitored weekly by office staff	Target:  To reduce overall and persistent absence for disadvantaged children.

Pastoral initiatives

Barriers to learning to be addressed:

F	Resilience in the face of both academic and personal challenges				
Sutton Trust/EEF Category	Estimated (£)	Brief summary of the intervention or action, including details of year groups and/or pupils involved.	Rationale for approach Specific intended outcomes	Monitoring	Target & actual impact
Social and emotional learning	£1705.94	Listening Matters/ Connecting With Children	To improve self-esteem, concentration and behaviour of disadvantaged children.	To be monitored termly by DH with Listening Matters coordinator.	Target: To ensure all children accessing intervention are settled, attend regularly and are make at least expected progress academically.
	£5000	School counsellor	To ensure children's emotional well being.	To be monitored monthly by DHT and/or EWB coordinator	Target: To ensure all children accessing the intervention develop resilience in the face of personal and academic challenges.

Total spend = £155,287.16

It is proposed the shortfall of £17.16 be met from school fund.