

Pupil Premium 2020-21

Main Barriers to Educational Achievement faced by eligible pupils and the reasons for our approach to the spending of the Pupil Premium

<u>Barrier</u>	<u>Our Approach</u>
Period of National school closure	<p>Catch-Up programs planned for specific groups of children who our data analysis shows, require additional support to catch up following the period of National school closure.</p> <p>All catch up plans have specific targets for Pupil Premium children.</p>
Pupil Progress and Achievement	<p>Our analysis of Key Stage 2 attainment data in 2019 demonstrated the impact of our teaching on children's outcomes (e.g. 83% of children achieved ARE or above in reading and 91.7% in mathematics. The gap in maths has narrowed by 30% since 2016/2017. However, there were areas that we identified for improvement. For example, while 91.7% of children in receipt of Premium achieved ARE or above in Mathematics, we recognised a need to focus on reading and maths progress especially for more able children.</p> <p>We would also like to increase the attainment of more able pupils eligible for the pupil premium, particularly in writing.</p> <p>High quality teaching and learning opportunities from teaching and non-teaching staff and where necessary appropriate interventions in small groups. Pupils highlighted at pupil progress meetings every half term. Continue to develop use of evidenced based interventions that have shown success in previous years.</p>
Home support	<p>Our parents are supportive of their children's education but often seek support on how to best support their learning at home. We communicate with parents through Class Dojo. Class Dojo is used for personal interaction with parents. Class teachers often send messages regarding learning in school and home learning.</p> <p>This year, we will offer a phonics parent workshop via Teams.</p> <p>All children are encouraged to read every day at home. HLTA 's read every day with children who are eligible for Pupil Premium.</p>
Poor attendance and persistent absence	<p>Children with poor attendance will be identified and support put in place, where appropriate, to increase attendance. The EWO monitors attendance with our attendance officer. We also offer breakfast club.</p> <p>Our EWO will continue to monitor attendance of pupils eligible for the PP.</p>

Emotional needs	Support is put in place for children who have emotional needs. Where appropriate this may be 1:1 sessions with the teaching assistant in their class. Whole school strategies on emotional and social well-being are implemented throughout the school. All staff have received emotional coaching training. Lego Therapy has been introduced which has had a positive impact on the children and will therefore continue. All staff received trauma informed attachment awareness training, which resulted in an action plan being put into place for the 2019-2020 academic year.
Weak language and communication skills	NELI intervention takes place in Early Years and Year 1 The children experience a rich language environment in Early Years. Pupil premium children read with an adult every day.
Progress	Extending the teaching hours within the school day The teaching assistants at school are well trained in delivering and supporting structured interventions. The impact of interventions such as BRP and maths including times tables, Wellcomm, have been significant on raising outcomes

How we you addressing these issues?

We have a number of key principles on which we base our approach to overcoming disadvantage. We believe that these maximise the impact of our Pupil Premium spending. These principles are:

- High expectations
- High profile
- **Keep up not catch up**
- Early intervention
- Inclusive provision
- High quality teaching and learning
- Emphasis on basic skills

As we aim for all children to achieve their best and make good progress, we conduct termly PPM with each class teacher to discuss PP children (among others) on a case-by-case basis. Individual case studies for some of the SEND PP children are recorded and referred to in school. The impact of the pupil premium will be measured half-termly via discussions with the senior leadership team (SLT), pupil progress meetings (PPM) with staff and presentations to governors. It will also be measured, analysed annually, and published on the website.