

**Pupil Premium Report to Governors**

**2020-2021**

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| **Pupil Premium Context:** | |
| Total number of Pupils on roll (main school) | 241 |
| Number of pupils eligible for Pupil Premium | 36  (14.4% of total pupils are PP) |
| PP funding received per pupil | £1345 (allocation for 36 pupils)  =£48420 |
| Total PP Funding | £7035- post LAC  £3150- Looked after  £48420-PP  **TOTAL: £58,605** |

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| **Aims and Objectives for PP spending (linked to SDP)** |
| 1. To ensure that Forest school/outdoor learning enhance opportunities and challenge more able children, particularly those from disadvantaged backgrounds. 2. Raise attainment of the more able pupils across the school with appropriate levels of challenge particularly those from disadvantaged backgrounds, in reading, writing and maths. 3. To raise attainment and progress across the school, particularly KS1 Target-70% achieve expected or above in R, W and M, and in Early Reading and phonics |

**Summary of Spending:**

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| **Item/ Initiative** | **Cost (£)** | **Aim of spending** | **Outcomes/ Impact** |
| **Intervention:**  -HLTA x 2– 1: 1 or group intervention  -2 terms with LAC child- 2 hours tuition weekly.  -TA support in class.  -Family Support Worker (3 terms)  -Art Therapy | HLTA 2= 7,628.66  HLTA 1:  £16, 391. 31  TOTAL HLTA= £24, 019. 97  £951.60  £14, 119. 93  £16,270  £510  **TOTAL:**  **£55, 871. 50** | HLTA 1:  -To support groups of KS2 pupils to get up to expected levels by the end of the year, particularly in Year 6.  -To improve reading in Year 3 so children are reading at their reading age.  HLTA 2:  To support pupils with speech and language difficulties with 1:1 intervention.  To support phonics and early reading skills with pupils in KS1.  -To support pupils in KS1 with emotional difficulties and children suffering with anxiety/ bereavement.  -For the LAC pupil to have additional support with his learning to ensure he makes good progress and meets end of year targets.  -For all Year groups to have a TA to provide in-class support, to consolidate and extend learning for the PP pupils in English and Maths lessons.  -To provide additional intervention for individuals or small groups in the class which are individualised for the needs of the pupils.  -To provide support for children with emotional and social difficulties, particularly after returning to school following lockdowns and working from home.  -To provide support for families and signpost to external agencies.  -To support behaviour in school and provide in-class support for class teachers.  -To provide interventions for social, emotional and mental health difficulty.  -To provide support for children and families who have had a bereavement.  -To support low-income families by organising and providing weekly food hampers for each family. To deliver some food hampers to vulnerable families.  -To support vulnerable families during lockdown and contact families through regular phone calls and home visits to check in on families.  -Art therapy used to support pupils who have suffered from bereavement, emotional trauma or who were finding it difficult to access the curriculum due to anxiety. | Year 6 Data:  -61% of children in Year 6 met expected levels in reading.  (50% of PP children)  -43% of children in Year 6 on track to meet expected in writing.  (33% of PP children)  -52.2% of children in Year 6 on track to meet expected in maths.  (66% of PP children)  -17% of PP children met or exceed expected levels at the end of Year 6  -100% PP children in Year 6 are reading at or above reading age.  Year 3 Readers:  -3% of Year 3 pupils reading below reading age.  -17% of Year 3 pupils reading at chronological age.  100% of PP children reading at or above their age.  Phonic and KS1 Reading Data:  -67% of PP pupils met or exceeded end of year expected levels.  - 83.3% of PP passed the phonic screener in Year 2. This is above the school target of 80%.  LAC pupil:  -The pupil did not meet expected levels in R, W and M.  -In all areas the pupil was working towards. In Maths, the area he had received his additional tuition, the pupil reached W+ at the end of the year.  -The pupil met all end of year targets.  -The pupil made 6 steps progress in R, W and 7 steps in M, in a year.  (see data below)    High Wellbeing for PP children:  -Yr1-40% of PP children  -Yr2-50% of PP children  -Yr3- 66% of PP children  -Yr4- 60% of PP children  -Yr5-60% of PP children  -Yr 6-66.6% of PP children  -improved attendance for pupils under Social care.  -55.5% of PP families have been supported by FSW  -over 50 families across school supported by FSW  -55.5% worked with FSW on interventions- social skills and bereavement, anxiety support  -14% of PP had behaviour support with FSW  **Support during lockdown:**  55.5% of PP had weekly phone calls from FSW  61.1% have had home visits delivering work and vouchers.  -Weekly or daily phone calls if necessary.  -organisation of food parcels for vulnerable families.  -Delivery of food parcels.  -art therapy for 4 PP pupils  -therapy  -4 pupils appeared happier in class- observational report by class teachers.  -achieved 4 or 5 on Leuven class observations on Wellbeing and Involvement scores. |
| **Transport:**  -Taxi for pupil | **£480**  **TOTAL:**  **£480** | -To be able to provide transport for 2 vulnerable families who were unable to get their children to school during Covid and lockdowns. | -The taxi enabled the 2 pupils to attend school every day during lockdown and when school first returned and the families were continuing to self-isolate. |
| **Afterschool Club:** | **£5 per week for 2 pupils**  **TOTAL:**  **£270** | -To support extra-curricular activities for vulnerable children.  -To boost moral and wellbeing. | -Both children scored high in Wellbeing and Involvement scores.  -Parents reported that children were enjoying school and coming in happily. |
| **Laptop for LAC child** | £243  **TOTAL:**  **£243** | -To enable the pupil to complete work at home during lockdown.  -To enable the pupil to be able to complete homework and extra studies at home and upload work to Google classroom. | -100% of work set during lockdown and homework was completed by the pupil.  -Foster carer reported that the pupil was able to complete his work with some independence and was able to access all work set for him at home. |
| **TOTAL:** | **£56, 864. 50** | |  |

**Outcomes:**

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| **Year** | **No of PP** | **Pupils on track to meet expected at end of the year (PP)** | **Pupils on track to meet expected at end of the year (Not PP)** |
| **R** | 2 | R=50% W=50% M=50% | R=50% W=46% M=54% |
| **1** | 3 | R=60% W=60% M=60% | R=60% W=64% M=66% |
| **2** | 6 | R=50% W=50% M=50% | R=50% W=42% M=62.5% |
| **3** | 7 | R=57% W=28% M=57% | R=54.5% W=36.3% M=50% |
| **4** | 6 | R=83% W=66% M=16% | R=44.4% W=44.4% M=44.4% |
| **5** | 6 | R=32% W=16% M=32% | R=76.4% W=64.8% M=76.4% |
| **6** | 6 | R=60% W=20% M=60% | R=66% W=41.6% M=50% |

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| **Year** | **No of PP** | **Pupils on track to meet greater depth at end of the year (PP)** | **Pupils on track to meet greater depth at end of the year (Not PP)** |
| **R** | 2 | - | - |
| **1** | 3 | R=30% W=0% M=0% | R=16% W=10% M=0% |
| **2** | 6 | R=16% W=0% M=16% | R=8.3% W=4.1% M=12.3% |
| **3** | 7 | R=0% W=0% M=0% | R=18% W=4.5% M=9% |
| **4** | 6 | R=0% W=0% M=0% | R=0% W=0% M=0% |
| **5** | 6 | R=0% W=0% M=0% | R=17.6% W=17.6% M=23.5% |
| **6** | 6 | R=20% W=0% M=0% | R=33.2% W=0% M=0% |

**Attendance:**

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| **All PP pupils** | **Whole school** |  |
| 94.5% | 97% | Below by 2.5% |
| 13.8% of PP children’s attendance is cause for concern  17% of PP children’s attendance is below school target  69.2 % of PP children’s attendance is above school target  Attendance figures are lower than expected and school targets due to school going into lockdown due to Covid-19. | | |

**Conclusion:**

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| Total PP Income | £58, 605 |
| Total PP Expenditure | £56, 864. 50 |
| Total PP Carry Forward to 2021-22 | £1,740.50 |

**Priorities for 2020/21:**

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| - Continue to use sensory circuits and nurture rooms to support children emotionally and socially.  -Family Support Worker to support vulnerable families, help to improve attendance and signpost and refer families for support from external agencies. Hold coffee mornings to support interactions and provide opportunities for parents to support each other.  -Additional Senior Teaching Assistant- 1 per key stage will allow high quality support and interventions for the children  -Money towards reading books for all PP children to ensure they have a wide range of books to read at home and school.  -Mental health support for children with anxiety and training for staff to help them support children in their classes.  -Trauma training for staff to help them to support pupils’ who have experienced trauma in school.  -1:1 tuition for PP pupils to catch-up missed learning from lockdowns. |