



Plan for Pupil Premium 2020-21 -with evaluation

-Objectives

- 1) To raise attainment of pupils at risk of underachieving in reading, writing, EGPS and maths, by falling below end of year expected level;
- 2) To provide additional support for those at risk of not making expected progress in reading, writing, SPAG or maths by the end of the key stage;
- 3) To further narrow the gap in attainment at expected levels and above expected levels between disadvantaged pupils and their peers.

Overview of key school data

Total number of pupils on roll (including nursery) at January 2019	314
Total number of pupils funded by Pupil Premium	151
Amount of Pupil Premium received per funded pupil	£1,345
Total amount of Pupil Premium allocated	£203095

A summary of the main barriers to educational achievement faced by eligible pupils of the school.

Lack of parental support for learning – sometimes due to parents’ own lack of formal education and/or own level of English language skills.

Large family size can lead to reduced parental capacity for individual support.

Lack of understanding of the English educational system and age related expectations.

Low expectations - some families have low expectations and do not see educational outcomes as particularly significant, particularly for girls.

Severely overcrowded accommodation can mean that there is no suitable space for home learning.

Mental health issues are prevalent in the community; many families face struggles that further reduce capacity

Planned use of Pupil Premium Sept 2020 – July 2021

Objective	Actions	Projected cost	Planned outcomes																																
<p>Ensure that we are able to raise attainment for disadvantaged pupils by maintaining a general teaching assistant in each class where there is currently the biggest gap (Years 3, 4, 6, classes)</p>	<p>Allocate five classroom teaching assistants to classes where there are bigger attainment gaps between disadvantaged and non-disadvantaged children.</p> <p>Ensure that, as well as supporting core curriculum in class, interventions to support catch up are implemented and effective in reducing gaps.</p>	<p>£130 000</p>	<p>Reduce any attainment gaps that have emerged during Spring/Summer 2020 lockdown period as well as the existing gaps: Year 3 maths (-14) Year 4 attainment at greater depth (R,W,M) Year 6 (R and W at ES and GD)</p> <p>October 2020 data (Aut 1)</p> <table border="1" data-bbox="1182 676 2027 831"> <thead> <tr> <th></th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>-4</td> <td>Not collected</td> <td>-39</td> </tr> <tr> <td>4</td> <td>-36</td> <td>Not collected</td> <td>-17</td> </tr> <tr> <td>6</td> <td>-18</td> <td>Not collected</td> <td>-6</td> </tr> </tbody> </table> <p>July 2021 data</p> <table border="1" data-bbox="1182 868 2027 1023"> <thead> <tr> <th></th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>+6</td> <td></td> <td>-11</td> </tr> <tr> <td>4</td> <td>-14</td> <td></td> <td>-28</td> </tr> <tr> <td>6</td> <td>-16</td> <td></td> <td>-12</td> </tr> </tbody> </table> <p>In Year 3 gaps have decreased in both subjects In Year 4 and Yr 6 gaps decreased in Reading but increased in maths. It is notable that our after school catch up initiatives in the Summer Term all focussed upon Reading. The fact that gaps have not decreased in maths is largely due to the additional 8 weeks of school closure in the Spring term 2021 and the disproportionate impact of this on our most disadvantaged children.</p>		Reading	Writing	Maths	3	-4	Not collected	-39	4	-36	Not collected	-17	6	-18	Not collected	-6		Reading	Writing	Maths	3	+6		-11	4	-14		-28	6	-16		-12
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<p>Ensure that we are able to raise attainment for disadvantaged pupils in KS1 by ensuring that</p>	<p>Allocate two general teaching assistants to the classes in KS1 that</p>	<p>£51,700</p>																																	

<p>each KS1 class has a teaching assistant.</p>	<p>would not otherwise have a teaching assistant.</p> <p>Ensure that, as well as supporting core curriculum in class, interventions to support catch up are implemented and effective in reducing gaps.</p>		<p>October 2020 data</p> <table border="1" data-bbox="1182 268 2029 384"> <thead> <tr> <th></th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>Year 1</td> <td>-39</td> <td></td> <td>-20</td> </tr> <tr> <td>Year 2</td> <td>-14</td> <td></td> <td>-20</td> </tr> </tbody> </table> <p>July 2021 data</p> <table border="1" data-bbox="1182 459 2029 576"> <thead> <tr> <th></th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>Year 1</td> <td>+12</td> <td></td> <td>+13</td> </tr> <tr> <td>Year 2</td> <td>-19</td> <td></td> <td>-29</td> </tr> </tbody> </table> <p>In Year 1 provision has enabled rapid progress and gaps have decreased. Disadvantaged pupils are making good progress. All disadvantaged pupils in Year 1 achieved expected levels in maths and in reading only 2 disadvantaged pupils failed to reach the expected level. One of these missed by 2 points. In Year 2 the picture is more mixed and gaps between disadvantaged pupils and their non-disadvantaged peers grew over the second period of school closure and will take longer to close.</p>		Reading	Writing	Maths	Year 1	-39		-20	Year 2	-14		-20		Reading	Writing	Maths	Year 1	+12		+13	Year 2	-19		-29
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<p>Ensure that all disadvantaged pupils receive excellent teaching of the rules of grammar as well as additional opportunities to use and apply them in a variety of contexts.</p>	<p>Latin and Literacy (Years 3-6)</p>	<p>£21,000</p>	<p>The Latin programme supports our rigorous teaching of spelling, grammar and punctuation and broadens the cultural capital of our most disadvantaged pupils. It includes visits to the University of Cambridge and other cultural enrichment such as Latin storytelling, filmmaking and Ancient Roman cooking! It has contributed to our strong results in Reading, Writing and EGPS in recent years as well as enriching many aspects of our Humanities curriculum.</p>
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			In the academic year 20-21, though we were unable to visit The University of Cambridge, children were able to have remote lessons throughout lockdown and were given the opportunity to sign up for Easter ‘Latin Camp’ and Latin ‘Summer Camp’.																					
Support pupils’ mental wellbeing and transition back to school following extended absence during lockdown.	Purchase and implement a well-being programme for Years 1-6 to support the return to school following Covid lockdown Subsidise a ‘wellbeing camp’ in the countryside for disadvantaged pupils in Years 4,5,6	£380	<table border="1"> <thead> <tr> <th>Question</th> <th>% of positive responses in Autumn 2020</th> <th>% of positive responses in Summer 2021</th> </tr> </thead> <tbody> <tr> <td>I think good things will happen in my life</td> <td>94</td> <td>95</td> </tr> <tr> <td>I feel that I am good at some things</td> <td>92</td> <td>94</td> </tr> <tr> <td>I think lots of people care about me</td> <td>88</td> <td>91</td> </tr> <tr> <td>I think there are many things I can be proud of</td> <td>97</td> <td>95</td> </tr> <tr> <td>I’ve been feeling calm</td> <td>87</td> <td>88</td> </tr> <tr> <td>I’ve been in a good mood</td> <td>91</td> <td>92</td> </tr> </tbody> </table> <p>30 children from Years 4,5 and 6 were able to attend a 4 day camping experience in Kent in Summer 2021.</p>	Question	% of positive responses in Autumn 2020	% of positive responses in Summer 2021	I think good things will happen in my life	94	95	I feel that I am good at some things	92	94	I think lots of people care about me	88	91	I think there are many things I can be proud of	97	95	I’ve been feeling calm	87	88	I’ve been in a good mood	91	92
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