



Pupil Premium Spending 2020-21

<p><i>A significant proportion of other Elliston children live in families who are just above the threshold – and the Government says that these families are ‘just about managing’ The support below, at all tiers, is for Pupil Premium children funded by Pupil Premium income , school ensures that school funds are used to give the same entitlement for all children where required. An added complicating factor in this current academic year is the school closure due to COVID-19</i></p>		
Barrier	Activity	Predicted Outcome
Tier 1: Teaching and Learning		
<p>Leadership Percentage of Pupil Premium children is high and total funding is high. Needs to be used appropriately to raise standards and this needs monitoring</p>	<p>The Principal is the Pupil Premium leader – oversees provision and ensures all activities are monitored to ensure impact is maximised.</p>	<p>Provision for Pupil Premium funding is well led and monitored. Impact driven activities are targeted appropriately All staff are aware of the pupils who are entitled to Pupil Premium funding Reading support is given to all pupils on the list.</p>
<p>Class sizes are big and often at maximum. There are many children with additional needs within each class. The ratio of 1 adult to a class of pupils means that access to additional guidance and support would be limited.</p>	<p>TA in every class full time due to high level of need The percentage of Pupil Premium in each cohort averages about 55%</p>	<p>Within class support for targeted pupils. The gap between Pupil Premium children and all children in terms of attainment and progress to be minimised. Pupils have a greater number of opportunities for small group work with teachers and TAs to focus on specific areas of weakness. A higher adult to pupil ratio will benefit the pupils who have additional needs.</p>
<p>Many children from disadvantaged backgrounds do not have experiences beyond their community</p>	<p>A Curriculum plan in plan that ensures we develop experiences within the local community and beyond Introduction of ‘Elliston Entitlements’ that will supplement this <i>This is difficult during COVID but hope to re-start</i></p>	<p>Children will be aware of significant events, people, buildings in their community, town, county, country and then beyond. Visits to significant sites and visits to significant events will take place for all</p>
<p>Standard of teaching and learning needs to be at least good every day and overall outstanding across the school. Three NQTs - training and support from Everyone Learning and Ambition</p>	<p>Participation in the NQT programme run by the Trust.</p>	<p>Deployment of other staff along with a carefully planned TA structure ensures that while the teacher is not in class, the standard of teaching and learning continues to be good/outstanding and those eligible for additional support continue to receive this. The Principal monitors this closely.</p>
<p>Many Pupil Premium eligible pupils are behind age related expectations on starting school</p>	<p>TA with a focus of supporting Pupil Premium children in FS2. We recognise that the youngest children often have the most to catch up</p>	<p>GLD for Pupil Premium children to be in line with all children. Gaps in knowledge and understanding to be meticulously planned for and addressed through targeted teaching and intervention within the classroom.</p>

GLD for Pupil Premium is lower than for all children.		
In line with catch up funding – ensure pupils who need additional support, especially PP premium children have access to this	Employ an UQT on a temporary basis – year contract Provide cover as needed to allow experienced TA or teacher who knows children to deliver interventions. Partly funded with Sports Premium – partly Pupil Premium	Children in FS to make expected progress across the year, including those who have additional needs, even if not on track for ARE
Tier 2: Targeted academic support		
2019 data shows that pupil premium data is above the school overall average in each subject. However, attainment figures show that the PP group does not always match the rest of the cohort.	Personalised Reading Intervention beyond the school day Targeted Y5 and Y6 children offered after school tuition with a member of staff. Members of staff target individuals to listen to read throughout the school week.	Reading will be enjoyed by children Opportunities to discuss vocabulary will increase. The Principal tracks reading attainment and progress of Pupil Premium children across the school
Pupil Premium children may present with additional needs in learning and need 'catch up' to standard. This is personalised to meet the needs of each individual child and is often short lived	TA in each class ensures that additional support can be delivered on a same day, flexible basis. Each phase leader oversees planned intervention for all children to address specific needs. They monitor this	The gap between Pupil Premium and non-Pupil Premium in terms of attainment and progress will diminish. Physical interventions will impact on academic achievement in many ways – increased concentration in classroom, increased gross motor and fine motor control, opportunity to 'burn off energy' to enable a settled approach to lessons.
	Learning Mentor works with Y5/6 to deliver interventions as required – these are academic but also physical in focus.	
Tier 3: Wider strategies		
Many children on the Pupil Premium register come from families with additional needs, behavioural or otherwise. This can cause difficulties with them accessing learning, socially, emotionally and academically. The huge range of difficulties often require pupils to have access to additional pastoral support	Continue to use training for all staff on attachment and emotion coaching from last year – 2 x twilight sessions Input from Ed Psych on the use of Deep Pressure activities whole school approach will be launched Purchase resources to support Deep Pressure therapy	Better understanding of attachment from all staff which can be used in any approach, conversation, lesson with children. The use of a specific approach when talking to children about managing emotions will ensure consistency. This will develop children's ability to self-manage emotions and develop strategies for calming when stressed.
	Two Learning Mentors employed to work with Pupil Premium children as priority.	

	One – focus on the support for parents	Teachers can focus on teaching and learning Affected children are supported to get back into class as soon as possible
	One – focus on attendance	Teachers can focus on teaching and learning Affected children are supported to get back into class as soon as possible
	Principal and Vice Principal work with individual children who have specific emotional and social needs in order for them to access learning. This includes checking in with individuals to ensure they have had breakfast as an example, or a conversation at the beginning of every teaching sessions to ensure they are in the right frame of mind for the classroom.	Teachers can focus on teaching and learning Affected children are supported to get back into class as soon as possible
Many children arrive late, often without having eaten. Lack of child care in the area for before/after school to support working families	Breakfast club – reduce the costs to enable more families to access After school clubs – more variety and more often from outside companies. TO RESTART AS SOON AS COVID SECURE	Disadvantaged children will have access to breakfast club at a lesser cost After school clubs are provided daily – sports, IT and others such as ‘Change 4 Life’ – emphasis on provision for Pupil Premium children
Lack of child care in the area for before/after school to support working families	School to offer and after school club for all children. Subsidised rate offered for PP children.	Good quality child care provided in the form of ACE club, all prices subsidised by Pupil Premium spending to allow access to all – TO RESTART ACCORDING TO COVID RISK ASSESSMENT Children have opportunities to participate in activities such as cooking, art and craft, reading. Support for homework given.
Many families cannot afford trips such as PGL	School subsidises all trips for all children. This ensures all have access to additional trips educational and beyond and that no-one is disadvantaged. Additional support for PP children on top of this.	COVID -19 impact on residential trips – Pupil Premium and School Funds to fund outdoor pursuits days at the end of Y6 when virus regulations allow. All pupils have access to educational visits.
Number of children do not have access to high quality books	Elliston Big Book Giveaway happens annually on World Book Day Christmas presents from school are books for all year groups. Eligible children in FS1 are entitled to 5 books that can be chosen from a range offered by school.	Elliston children leave school with high quality books to keep over the time with us. Activities in school and at parents’ open days ensure book is well used and the understanding of learning through books is extended to the home.

<p>Families struggling financially due to impact of Covid</p>	<p>All children to receive a brand new jumper for the start of the year All children to receive PE kit for the start of the year Tuck provided free of charge for all children throughout this academic year Treat parcels for all families provided – included skipping rope/sports balls Christmas – all families received a large box of Christmas chocolates</p>	<p>Standards maintained in uniform Standards maintained in PE kit Families do not need to visit local shopping centre if prefer not to</p>
<p>A high percentage of children identified as Persistent Absentees are Pupil Premium</p>	<p>SLT meet with parents in challenge meetings One member of the admin team to oversee all attendance and prosecutions etc – additional hours given for this</p>	<p>Attendance of Pupil Premium children will be at least in line with all children.</p>