



Due to the pandemic, some actions will not be completed. Children's needs will be assessed and appropriate programmes put in place to meet their needs. PP statement will be updated accordingly.

## 1. Introduction

Pupil Premium is funding allocated to the school to support disadvantaged children. The Education and Skills Funding Agency define eligibility in their [document](#) dated 23.09.20. The aforementioned document defines the rates for eligible children for 2020 - 2021 as:

### Disadvantaged pupils

### Pupil premium per pupil

*Pupils in year groups reception to year 6 recorded as Ever 6 free school meals (FSM)*

*£1,345*

*Looked-after children (LAC) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority*

*£2,345*

*Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order*

*£2,345*

## 2. Methodology



This report has been written in line with the June 2020 guidance from the [DfE / Education and Skills Agency](#) and the [Ofsted Framework](#) for September 2020. Therefore, it is a three year strategy with integrated reviews. This is a working document and will be updated regularly and uploaded to the school website at least annually. The strategy will be commented on within governing body / IEB meetings.

The Education Endowment Fund suggests a range of strategies to support children experiencing disadvantage. They suggest a tiered approach to Pupil Premium spending so that there is a balanced view of developing teaching, targeted academic support and wider, more holistic actions. With this in mind, our strategy includes actions to improve:

1. General teaching standards through the use of professional development, training and support.
2. Access to research-based interventions and / or 1:1 support as required.
3. Access to all school activities by reducing non-academic barriers (attendance, behaviour etc.)



## Long Term Pupil Premium Statement for 2020 – 2023

We hope that having a structured approach, using the three tiers of support, will help all children, especially those who are disadvantaged, to reach and exceed their potential. It certainly fits with our motto:



**Ready, Respectful, Safe**

### 3. Summary Information

Academic Year	Total number on roll	Number eligible for PP funding	% eligible for PP funding	Funding	Statement last reviewed date	Next review dates
<b>2020 – 2021</b>	<b>430</b> (as of October 20 census inclusive of nursery children)	<b>113</b>	<b>26.23%</b>	<b>£130,465</b> <i>Please note that the funding will be updated from January census in 2021.</i>	<b>July 2020</b>	<b>January 2021, April 2021</b>
2021 – 2022	Not yet available	Not yet available	Not yet available			January 2022, April 2022
2022 – 2023	Not yet available	Not yet available	Not yet available			January 2023, April 2023

\*We have not broken this down into the different groups as the children would become recognisable (due to low numbers).

### 4. Tiered Identification of Barriers

<b>Tier 1: Teaching</b>	<ul style="list-style-type: none"> <li>a) Access to consistently high quality teaching across all year groups has not been available.</li> <li>b) Spoken language for some children entering the school is a barrier to accessing the curriculum.</li> <li>c) Historically, the curriculum has not been as inclusive as it could have been, as identified by Ofsted in November 2019.</li> </ul>
<b>Tier 2: Targeted academic support</b>	<ul style="list-style-type: none"> <li>a) Historically, interventions / 1:1 support have not improved standards.</li> <li>b) Historically, too few children receiving PP funding have achieved national averages, particularly more able children.</li> </ul>
<b>Tier 3: Wider outcomes</b>	<ul style="list-style-type: none"> <li>a) Attendance of some disadvantaged children has been poor and has led to them missing significant teaching and learning time.</li> <li>b) Children with multiple disadvantages are hindered from accessing QFT due to mental health / emotional well-being needs.</li> <li>c) Children's ability to describe healthy lifestyles has been limited.</li> </ul>



## 5. Long Term Desired Outcomes and Proposed Expenditure

Tier	Desired outcomes and how they will be measured	Success criteria	
<b>Tier 1 Action A</b>	Improved standards of teaching that is more inclusive of PP children's needs.	Year 1	• 80% of teaching is observed as good or better.
		Year 2	• 90% of teaching is observed as good or better.
		Year 3	• 100% of teaching is observed as good or better.
<b>Tier 1 Action B</b>	Improved oracy across Early Years and Key Stage 1 for children receiving PP funding.	Year 1	<ul style="list-style-type: none"> <li>• Children's attainment of ELGs 01 'listening and attention', 02 'understanding' and 03 'speaking' are higher than in 2019/20.</li> <li>• A greater number of disadvantaged children will achieve ARE at the different external assessment points.</li> </ul>
		Year 2	• As above but exceeding the scores of 2019/20.
		Year 3	<ul style="list-style-type: none"> <li>• As above but exceeding the scores of 2019/20.</li> <li>• Greater number of children achieving greater depth equivalency in GLD and KS1 SATs.</li> </ul>
<b>Tier 1 Action C</b>	Increase curriculum enhancements / enrichment opportunities. Increase disadvantaged children's access to these opportunities.	Year 1	• A new curriculum will be implemented and clear allocations of support will be identified for disadvantaged children.
		Year 2	<ul style="list-style-type: none"> <li>• The new curriculum will be embedded.</li> <li>• Data will show that the new curriculum is having a positive impact on standards for disadvantaged children.</li> </ul>
		Year 3	<ul style="list-style-type: none"> <li>• A review of the curriculum will take place to ensure that it is still valid.</li> <li>• Children's outcomes at key milestones will be in line with national averages.</li> </ul>

### Year 1 (2020-21) proposed expenditure:

Tier 1: Teaching - Action A		Improved standards of teaching that is more inclusive of PP children's needs.		
Actions	Timescales / Implications	Monitoring	Cost	Review
Organise Trust and Teaching School advisory support to enhance teachers' basic pedagogy.	Implement by January 2021	Learning walks and observations show improved standards and more inclusivity.	£3,000	
Organise training programme for TAs to develop basic understanding of curriculum	To start by November 2021. Resources required.		£1,000	



**Long Term Pupil Premium Statement for 2020 – 2023**

Bespoke CPD programme to develop the teaching of mathematics and English.	Advisory support fortnightly for key year groups.		20 sessions x £100 per year group  £14,000	
As part of the CPD programme, staff will be released to visit other schools to see good / outstanding practice.  <i>Covid-19 may alter the timescales for this action.</i>	Release to visit other schools – all teachers to have at least 2 visits within the year. Supply will be needed.	DHT to collate the observations made by teachers when visiting other schools.	2 visits (supply required) is £400 per teacher.  £7,200	
<b>Tier 1: Teaching - Action B:</b>		<b>Improved oracy across Early Years and Key Stage 1.</b>		
<b>Actions</b>	<b>Timescales / Implications</b>	<b>Monitoring</b>	<b>Cost</b>	<b>Review</b>
Purchase Language Link to assess all children.	Purchase by December 2020.	SBM to order; HT to check.	£500	
Train new staff to use Language Link.	Training to be undertaken by January 2020	SENDCo to monitor	£350	
Develop curriculum offer to ensure vocabulary development.	Strategy meetings, release time and working groups required for this. Cover will be needed.	HT and Advisors to review during learning walks.	£3,000	
Purchase resources that develop oracy.	Ongoing throughout the year as resources are identified.	SBM to monitor budget spend.	£1,500	
Opportunity Area language development programme to continue.	Release time to attend programme meetings half-termly. Resources are free.	Termly reports to be submitted to OA lead.	£1,200	



**Long Term Pupil Premium Statement for 2020 – 2023**

<b>Tier 1: Teaching - Action C</b>		<b>Increase curriculum enhancements / enrichment opportunities. Increase disadvantaged children's access to these opportunities.</b>		
<b>Actions</b>	<b>Timescales / Implications</b>	<b>Monitoring</b>	<b>Cost</b>	<b>Review</b>
Piano lessons offered to 10% of pupils receiving funding.	Covid-19 Release time for the children, appropriate space within the school building to play the piano.	Music leader and Pupil Premium Champion to monitor access.	(£10 per session, 30 sessions per year) = £3,600	
Drum lessons offered to 10% of pupils receiving funding.	Covid-19 Release time for the children, appropriate space within the school building to play the piano.	Music leader and Pupil Premium Champion to monitor access.	(£10 per session, 30 sessions per year) = £3,600	
Trumpet lessons offered to 10% of pupils receiving funding.	Covid-19 Release time for the children, appropriate space within the school building to play the piano.	Music leader and Pupil Premium Champion to monitor access.	(£10 per session, 30 sessions per year) = £3,600	
Access to devices to support in-school homework club.	Order 5 laptops / devices by December 2020.	SBM to order and PP Champion to monitor.	= £3,500	
Purple Mash enhanced subscription to support virtual learning for disadvantaged pupils.	To be in place by September 2020.	Assessment Lead to monitor.	£1,200	



Long Term Pupil Premium Statement for 2020 – 2023

<b>Tier 2 Action A</b>	System of interventions is embedded and working successfully to improve standards.	Year 1	<ul style="list-style-type: none"> <li>A specialist intervention teacher will be appointed; children will make accelerated progress in those sessions.</li> <li>Interventions will have been reviewed regularly and adapted to meet the needs of the children.</li> <li>An overall provision map will have been collated by the Inclusion Manager (SLT) including the interventions for FSM children.</li> </ul>
		Year 2	<ul style="list-style-type: none"> <li>New interventions will have been introduced and staff trained accordingly.</li> <li>Provision map will have been updated and added to by the Inclusion Manager (SLT) on a termly basis.</li> </ul>
		Year 3	<ul style="list-style-type: none"> <li>The approach to interventions will have had a positive impact on raising standards.</li> </ul>
<b>Tier 2 Action B</b>	Disadvantaged children displaying strong academic aptitude are challenged and supported to achieve greater depth.	Year 1	<ul style="list-style-type: none"> <li>Clear identification of more able students.</li> <li>Challenge events will have been organised to raise their expectations.</li> </ul>
		Year 2	<ul style="list-style-type: none"> <li>A clear programme of events and additional study will have been implemented.</li> <li>Standards will show an increased % of disadvantaged children achieving greater depth.</li> </ul>
		Year 3	<ul style="list-style-type: none"> <li>Greater depth data for disadvantaged children will be in line with peers.</li> </ul>

Year 1 (2020-21) proposed expenditure:

<b>Tier 2: Interventions and Support - Action A</b>		<b>System of interventions is embedded and working successfully to improve standards.</b>		
<b>Actions</b>	<b>Timescales / Implications</b>	<b>Monitoring</b>	<b>Cost</b>	<b>Review</b>
Appoint a Specialist Intervention Teacher.	July 2020	HT/Trust to appoint.	£0	
Organise appropriate support for disadvantage children based on data analysis.	Reviewed half-termly.	Inclusion Manager to monitor and support.	£21,000	
1:1 and small group interventions before and after school to support progress and attainment.	Throughout the year. S.I. teacher to lead.	SENDCo and Assessment Leader to monitor outcomes.	£4,500	
Ensure Inclusion Manager (SLT) has appropriate training in order to work on developing effective provision.	Training TBC – budget to be allocated of £750	HT to act as mentor	£750	



Long Term Pupil Premium Statement for 2020 – 2023

Provision Map software shows interventions according to year group.  To be updated regularly and to reflect PPM.	To be created by the end of September 2020 and then reviewed half-termly.	Pupil Progress Meetings / data drops by SLT	£795 subscription cost	
New assessment materials are purchased to ensure interventions have pre- and post-benchmark data.	Purchase as necessary.	SBM / IEB to monitor budget forecast.	£1,000	
Ensure appropriate TA provision to support children accordingly, particularly for nurture support and key interventions.	Staffing organisation to be implemented by Sept. but reviewed in Dec. 2020 to ensure appropriate provision.	HT / IEB to challenge Inclusion Manager regarding organisation.	£18,000	
<b>Tier 2: Interventions and Support - Action B</b>				
<b>Disadvantaged children displaying strong academic aptitude are challenged and supported to achieve greater depth.</b>				
<b>Actions</b>	<b>Timescales / Implications</b>	<b>Monitoring</b>	<b>Cost</b>	<b>Review</b>
Assessment Leader to monitor PP children on Pixl to ensure that they are making appropriate rates of progress.	To be set up by November 2020.	HT to ensure it is in place.	1 hour per week £35 per hour x 39 weeks =£1,365	
Analyse disadvantaged data after each assessment week and share trends with staff.	Release time required to undertake data analysis.	Assessment Leader (AHT) to check data and share with IEB.	Part of above funding.	
Undertake monitoring activities of the curriculum to ensure there is appropriate challenge in planning and lesson execution.	To be set up by September 2020 and led by the Curriculum Leader (AHT).	HT to ensure it is in place. SLT to review outcomes regularly.	1 hour per week £35 per hour x 39 weeks =£1,365	
Organise challenge events to support disadvantaged children who are more able. Funding to support these events. One per term to incorporate elements such as STEM.	One challenge event per term per key stage. Resources to be limited to £125 per event.  % of transport costs.	PP Champion to ensure these events take place.	£125 x 3 terms for KS1 and 2. = £750	



Long Term Pupil Premium Statement for 2020 – 2023

<b>Tier 3 Action A</b>	Attendance for children with PP funding improves; persistent absence reduces.	Year 1	<ul style="list-style-type: none"> <li>Regular attendance analysis in place and shared with governing body.</li> <li>Family Care Manager has worked with key families to support increased attendance.</li> <li>The level of persistent absent has reduced from 2018 / 2020.</li> </ul>
		Year 2	<ul style="list-style-type: none"> <li>Persistent absent has fallen from 2020 / 2021; attendance data is at least in line with national.</li> </ul>
		Year 3	<ul style="list-style-type: none"> <li>Persistent absent has fallen from 2021 / 2022; attendance data is at least in line with national.</li> </ul>
<b>Tier 3 Action B</b>	Disadvantaged children are able to access appropriate services / strategies to support emotional needs.	Year 1	<ul style="list-style-type: none"> <li>SEMH support for disadvantaged children is deemed as 'good' or better.</li> <li>Children are appropriately supported – intervention data shows progress has been made from each child's starting point.</li> <li>Parents are able to access a range of services.</li> <li>Family Care Manager supports disadvantaged children to ensure they are receiving appropriate support.</li> </ul>
		Year 2	<ul style="list-style-type: none"> <li>As above.</li> <li>Data for disadvantaged children improves as a result of children's access to services.</li> </ul>
		Year 3	<ul style="list-style-type: none"> <li>As above.</li> </ul>
<b>Tier 3 Action C</b>	Disadvantaged children are able to understand and attempt to lead a healthy lifestyle.	Year 1	<ul style="list-style-type: none"> <li>SEMH support for disadvantaged children is deemed as 'good' or better.</li> <li>Children are appropriately supported.</li> <li>Parents are able to access a range of services.</li> </ul>
		Year 2	<ul style="list-style-type: none"> <li>As above.</li> <li>Data for disadvantaged children improves as a result of children's access to services.</li> </ul>
		Year 3	<ul style="list-style-type: none"> <li>As above.</li> </ul>

Year 1 (2020-21) proposed expenditure:

Tier 3: Wider Outcomes - Action A		Attendance for children with PP funding improves; persistent absence reduces.		
Actions	Timescales / Implications	Monitoring	Cost	Review
Ensure that there is access to a Family Care Manager by supporting % of salary.	N/A	SBM	£12,000	
Family Care Manager to undertake regular checks and follow the attendance policy.	Weekly spreadsheet to be completed. Monthly reports	IEB to review attendance at each meeting.	£0	





Long Term Pupil Premium Statement for 2020 – 2023

	SLT and bi-monthly reports to be given to governors.			
Meetings arranged for children whose absenteeism is of concern.	Meetings to be organised as required. Teacher release time should meetings fall in the school day.	HT to monitor meeting notes.	£300 (this may be higher or lower) than allocated)	
Pupil profiles to be created showing children's opinions of their attitude and attendance.	Release time for profiles to be updated termly and children to be met with.	HT to organise. IEB to check profiles.	£1,000	
<b>Tier 3: Wider Outcomes - Action B</b>		<b>Disadvantaged children are able to access appropriate services / strategies to support emotional needs.</b>		
<b>Actions</b>	<b>Timescales / Implications</b>	<b>Monitoring</b>	<b>Cost</b>	<b>Review</b>
Year 6 nurture club at lunchtime is available for disadvantaged children.	Family Care Manager and intervention teacher required each lunchtime.	FCM to collate attendance lists; HT to monitor.	Daily sessions £25 per member of staff (2 required).  190 days x £50 = £9,500	
New resources for nurture club are purchased.	Ongoing throughout the year. Allocate a set budget.	SBM to monitor budget.	£850	
<b>Tier 3: Wider Outcomes - Action C</b>		<b>Disadvantaged children are able to understand and attempt to lead a healthy lifestyle.</b>		
<b>Actions</b>	<b>Timescales</b>	<b>Monitoring</b>	<b>Cost</b>	<b>Review</b>
Disadvantaged children are offered free access to one extra-curricular club per term.	Ongoing throughout the year.	SLT to liaise with Premier manager	£4 per session x 8 = £32 £32 x 113 = £3,616	
Lunchtime coaching available for disadvantaged students.				



**Long Term Pupil Premium Statement for 2020 – 2023**

Emergency funding to support children to  a) access wraparound care when need is identified. b) access school trips. c) access resources as identified by Family Care Manager or SLT.	Ongoing throughout the year.	SLT to liaise with wraparound care manager.	£5,000	
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**6. Review Commentary**

Year	Date of review	Total budget allocated	Total budget spent	Successes and impact	Lessons learned
Year 1	January 2021	£127,741 There is a £5k pot remaining that can be used as new actions are identified during the year.	£		
Year 2	January 2022	£	£		
Year 3	January 2023	£	£		