<u>Appleton Wiske Community Primary School</u> <u>Pupil Premium Funding 2020-21</u>

The Pupil Premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils of all abilities and to close the gap between them and their peers. Schools attract £2300 per 'looked-after child' (CLA) and £1320 per 'free school meals' child (FSM) within the last 6 years. Pupils from service families also attract Pupil Premium funding at the level of £300 per child; this money is used to support pupils' pastoral needs. At Appleton Wiske Community Primary School, we ensure that teaching and learning opportunities meet the needs of all our children and that appropriate provision is made for children who belong to vulnerable groups. We recognise that not all children who receive the Pupil Premium funding will be socially disadvantaged and that some children who are socially disadvantaged do not qualify for free school meals. Our aim is to allocate the Pupil Premium funding to support any child who has been identified as being socially disadvantaged or who belongs to a vulnerable group. The Pupil Premium funding is carefully targeted at disadvantaged children in order for them to make accelerated progress and achieve age related expectations. The range of provision we typically make for this group of children includes:

- Additional teaching assistant time for targeted interventions and classroom support
- Specific and personalised resources
- Guidance and support from external agencies when appropriate
- Booster classes for Year 6 children
- Staff training (CPD) which impacts on the progress of disadvantaged pupils
- Subsidising extra-curricular activities in order for all pupils to have equal opportunities

Progress of pupils is carefully monitored by all staff, the Head Teacher and Governors and analysis of data is rigorous.

In preparing this strategy, we have taken into consideration the Education Endowment Foundation's 'Teaching and Learning Toolkit'. Strategies referenced in the EEF toolkit are highlighted in green text. https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit

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			Puj	pil Premium Str	ategy Stateme	nt 2020-21			
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B. Disadvantaged SEND pupils and low prior attainers make accelerated progress	reading books to improve early reading and phonics development. Purchase additional teaching resources (Mathletics, Readiwriter) to improve fluency, mastery and problem solving. Identify all pupils requiring interventions (individualised learning) due to lower attainment in English and mathematics. Monitor the	gaps in learning and targeted interventions are required to accelerate rates of progress. Disadvantaged SEND pupils and low prior attainers are one of the most vulnerable groups. Evidence indicates that swift identification and	Provide appropriate support and intervention. Close collaboration with parents to set aspirational targets and ensure home school engagement is	SENDCo/ Class teachers/ Support staff/ Head	Pupil Progress meetings Regular and rigorous assessment and tracking Ongoing formative assessment
	quality and impact of interventions. Rigorous tracking of progress. Individual and small group support provided by teaching assistants and teachers.	effective intervention can lead to increased attainment.	positive. Track progress.	Teacher	At least termly summative assessment Pupil Progress meetings
C. Provide specific PSE support for PP pupils.	Develop use of the SEND overview in monitoring pupil vulnerability to identify needs. Ensure a 'Growth Mindset' culture is embedded in the school. Staff implement their training from the Metacognition CPD. Staff implement Level 2 and Level 3 mental health training through 'Compass Buzz'. Pastoral support provided to identified pupils. Subsidise Breakfast Club, After School Club and education visits.	Evidence indicates that pastoral support and nurturing of vulnerable children leads to better health and wellbeing, a 'can do' culture and raised attainment.	Appropriate and targeted support provided to vulnerable groups. Clear understanding of pupils' needs. Monitoring of curriculum/interventions and impact.	Teaching staff/ Support staff/ Head Teacher	Ongoing monitoring and observations Pupil Progress meetings
			Total bi	udgeted cost	£13565

Review of Pupil Premium 2019-20 (Sept 2019 to August 2020)

The Pupil Premium Grant (PPG) allocation for 2019-20 of was used in the following ways:

- Additional GTA hours to support vulnerable pupils
- Delivering interventions such as 'Write from the Start', 'Reading for Meaning', 'Accelleread Accellewrite', 'First Class at Maths'
- Pastoral support for vulnerable pupils
- Purchase of SEND materials and resources, i.e. IDL, Spellodrome, Reading Eggs
- Subsidising extra-curricular activities
- Staff CPD

Impact:

- 100% expected progress or better of disadvantaged pupils in reading, writing and mathematics (internal data and tracking up to March 2020 prior to national lockdown)
- High quality pastoral support for identified pupils
- Effective mental health support for identified pupils
- Good quality assessment of need leading to focussed and relevant interventions
- Enrichment opportunities for all pupils
- Good attendance rates of targeted PP pupils

Pupil Premium Review

The school took part in a successful Pupil Premium Review in December 2017 with a follow-up review in July 2018. The review confirmed that the Pupil Premium is being used effectively in our school. The following is an overview of the key findings:

	Aspect	Evidence	Impact
1	School ethos and attitudes to	Pupil premium spend on Growth Mind-set and focus on PSE has	Positive relationships established that
	learning	contributed to ethos and positive attitudes to learning.	meet wide range of needs
		All pupils could articulate how they are motivated to improve.	Pupils, including those eligible for PP,
		They feel supported in their work and explain how they are made to	are engaged in sessions and enjoy their
		think for themselves and are not just given answers.	learning.
2	Thorough knowledge of PP	Needs of individual PP children are identified and support is in place	Data reflects that PP children are making
	children by senior leaders,	through TA intervention and targeted support in class.	at least expected progress and some
	teaching staff and non-	Case studies available for PP pupils.	more than expected progress.
	teaching staff	Senior leader/ teaching staff have good knowledge of pupils.	
		Improved marking and feedback is starting to have positive impact on	
		pupil progress.	

3	Governors have a clear understanding of PP	Governors are gaining an in depth and first hand understanding of impact of PP spend through targeted termly monitoring of the school.	Rigorous processes are in place tor Governors and leaders to ensure PP
	_	- talking to staff re planning/targets	spend has an impact on pupil progress.
		 questioning of half termly data 	
		 Book scrutiny to check progress 	

Ofsted – May 2018
"Leaders use the additional funding for disadvantaged pupils judiciously. They also target the small pot of additional funding for pupils who have special educational needs (SEN) and/or disabilities wisely. Individuals' needs are carefully considered and there is a perceptible, positive impact on improving pupils' social, emotional and mental health needs."