

Appleton Wiske Community Primary School  
Pupil Premium Funding 2020-21

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>

<b>Appleton Wiske Community Primary School Pupil Premium Strategy Statement 2020-21</b>					
<b>1. Summary Information</b>					
<b>School</b>	Appleton Wiske Community Primary School			<b>External Pupil Premium Review:</b> Dec 2017 and July 2018	
<b>Academic Year</b>	2020-21	<b>Total PP budget Mar 2020-Mar2021</b>	£13415	<b>Date published</b>	November 2020
		<b>Total PP budget Mar 2021-Mar2022</b>	£12415		
<b>Total Number of Pupils</b>	72	<b>Number of pupils eligible for PP Sep 2020</b>	10	<b>Review date</b>	April 2021
<b>2a. Most recent attainment at the end of Key Stage 2 (2020 N/A)</b>					
			<b>Pupils eligible for PP</b>	<b>Pupils not eligible for PP</b>	
<b>% achieving expected standard or above in reading, writing and maths</b>			SUPP	SUPP	
<b>% making at least expected progress in reading</b>			SUPP	SUPP	
<b>% making at least expected progress in writing</b>			SUPP	SUPP	
<b>% making at least expected progress in maths</b>			SUPP	SUPP	
<b>2b. Cumulative attainment at the end of Key Stage 2 for the last 3 years (2020 N/A)</b>					
			<b>Pupils eligible for PP</b>	<b>Pupils not eligible for PP</b>	
<b>% achieving expected standard or above in reading, writing and maths</b>			SUPP	SUPP	
<b>% making at least expected progress in reading</b>			SUPP	SUPP	
<b>% making at least expected progress in writing</b>			SUPP	SUPP	
<b>% making at least expected progress in maths</b>			SUPP	SUPP	
The DfE's policy is to suppress (SUPP) publication of figures relating to a very small cohort in order to make sure the pupils cannot be identified.					
<b>3. Barriers to future attainment</b> (for pupils eligible for PP including high prior attaining pupils)					
<b>In-school barriers</b>					
<b>A.</b>	Following the Covid-19 pandemic, English and mathematics attainment for some pupils in receipt of the Pupil Premium is below non PP. Pupils in receipt of the Pupil Premium are targeted to make at least expected or accelerated progress.				
<b>B.</b>	Three disadvantaged pupils are on the SEND register.				
<b>C.</b>	Some pupils in receipt of the Pupil Premium require Personal, Social and Emotional support.				
<b>External barriers</b>					
<b>D.</b>	No external barriers.				
<b>4. Outcomes</b>					
	<b>Desired outcomes</b>		<b>Success criteria</b>		
<b>A.</b>	Higher rates of attainment and progress in RWM for PP pupils.		7 out of 10 pupils (70%) will meet age related expectations in RWM. 100% of pupils eligible for the PP will make at least expected or accelerated progress (measured by steps progress on Target tracker).		
<b>B.</b>	Disadvantaged SEND pupils and low prior attainers make accelerated progress.		Disadvantaged SEND pupils and low prior attainers will be targeted through specific interventions and their progress monitored rigorously (formative assessment, PIRA, PUMA, GAPS assessments, steps progress on Target Tracker). The difference in outcomes between these pupils and other pupils will be diminished.		
<b>C.</b>	Provide specific PSE support for PP pupils.		Pupils in receipt of the Pupil Premium will develop their personal, social and emotional skills which will have a positive impact on their progress.		
<b>5. Planned Expenditure</b>					
<b>Academic Year</b>	2020-21				
How our school is using PP funding to improve classroom pedagogy, provide targeted support and support whole school strategies.					
<b>Desired outcome</b>	<b>Chosen action</b>	<b>Evidence and rationale for this choice</b>	<b>How we will ensure it is implemented</b>	<b>Staff lead</b>	<b>Review</b>
<b>A. Higher rates of attainment and progress in RWM for PP pupils</b>	Rigorous monitoring of progress. Combination of <b>one to one support</b> , <b>small group support</b> and classroom support (provided by teacher and TA). <b>Effective feedback</b> from teachers with clear next steps and targets. Purchase decodable	Some disadvantaged pupils are performing below 'other' children in English and mathematics. PP pupils are making expected progress but some require accelerated progress in order to 'diminish the difference' and reach ARE. Specific	Well-trained staff provide effective support, deliver interventions and monitor progress closely against the expected standards. Progress will be monitored through formative and summative assessment.	Class teachers/ Support staff/ Subject Leaders/ Head Teacher	Regular and rigorous assessment and tracking  Ongoing formative assessment  At least termly summative assessment

	reading books to improve early reading and phonics development. Purchase additional teaching resources (Mathletics, Readwriter) to improve fluency, mastery and problem solving.	gaps in learning and targeted interventions are required to accelerate rates of progress.			Pupil Progress meetings
<b>B. Disadvantaged SEND pupils and low prior attainers make accelerated progress</b>	Identify all pupils requiring <b>interventions (individualised learning)</b> due to lower attainment in English and mathematics. Monitor the quality and impact of interventions. Rigorous tracking of progress. <b>Individual and small group support</b> provided by teaching assistants and teachers.	Disadvantaged SEND pupils and low prior attainers are one of the most vulnerable groups. Evidence indicates that swift identification and effective intervention can lead to increased attainment.	Provide appropriate support and intervention. Close collaboration with parents to set aspirational targets and ensure home school engagement is positive. Track progress.	SENDCo/ Class teachers/ Support staff/ Head Teacher	Regular and rigorous assessment and tracking  Ongoing formative assessment  At least termly summative assessment  Pupil Progress meetings
<b>C. Provide specific PSE support for PP pupils.</b>	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 <b>Metacognition CPD</b> . 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
<b>Total budgeted cost</b>					<b>£13565</b>

### 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:

	<b>Aspect</b>	<b>Evidence</b>	<b>Impact</b>
<b>1</b>	School ethos and attitudes to learning	Pupil premium spend on Growth Mind-set and focus on PSE has contributed to ethos and positive attitudes to learning. All pupils could articulate how they are motivated to improve. They feel supported in their work and explain how they are made to think for themselves and are not just given answers.	Positive relationships established that meet wide range of needs Pupils, including those eligible for PP, are engaged in sessions and enjoy their learning.
<b>2</b>	Thorough knowledge of PP children by senior leaders, teaching staff and non-teaching staff	Needs of individual PP children are identified and support is in place through TA intervention and targeted support in class. Case studies available for PP pupils. Senior leader/ teaching staff have good knowledge of pupils. Improved marking and feedback is starting to have positive impact on pupil progress.	Data reflects that PP children are making at least expected progress and some more than expected 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. <ul style="list-style-type: none"> <li>- talking to staff re planning/targets</li> <li>- questioning of half termly data</li> <li>- Book scrutiny to check progress</li> </ul>	Rigorous processes are in place for Governors and leaders to ensure PP spend has an impact on pupil progress.
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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."