

Pupil Premium Review 2019 -2020 and Pupil Premium Strategy 2020- 2021

School summary for 2020 -2021

Total number of pupils on roll (Sept 2020)	410 (Reception – Y6)	
Proportion of pupils receiving PPG (pupil premium grant)	5% (20 pupils)	
Number of pupils eligible for PPG (Sept 2020)	12	+5 'school defined'*
Number of pupils eligible for post LAC PPG (Sept 2020)	4	
Number of pupils eligible for LAC PPG (Sept 2020)	4	
Total PPG funding 2019-2020	£30,660	
Total PPG funding 2020-2021	£25,520	
Pupil Premium Lead	Mrs Lynne Timmins	

*School Defined – pupils for whom no funding has been allocated due to FSM claim after Census deadline.

Pupil Premium is a government funded programme to promote the achievement of children who have been registered as eligible for free school meals at any point in the last 6 years and/or those who are, or have been, in Local Authority Care (LAC).

Glynne Primary aims to use Pupil Premium funding to allow all pupils, including disadvantaged or vulnerable groups to make at least expected levels of progress. A key area for targeted support is narrowing the gap of our vulnerable groups in reading, writing and mathematics.

Review 2019 - 2020

The statutory data of our Pupil Premium children in 2019 - 2020 is unavailable for the academic year 2019 -2020 due to the Covid -19 pandemic and the early closure of schools to the majority of pupils on 20th March 2020.

How we used funding for 2019 -2020

Intervention/support	
Teaching Assistant Support Interventions: Switch On, 1 st Class@Number, Success at Arithmetic, reading, writing, phonics and maths support, pastoral support.	£56835
Counselling/Educational Psychology support	£4127
Peripatetic Music Tuition (full cost)	£450
Educational residential and visits	£535
Total Cost	£61947

In addition to the above funding, laptops and additional home learning packs were provided for pupil premium children who could not access remote learning during the period of lockdown 2020.

Strategy aims for disadvantaged and post LAC pupils 2020-2021

Our aim for 2020/2021 is for all children in receipt of Pupil Premium funding to make expected progress in all areas and attain at least expected standards or higher at the end of KS2.

Barriers to future attainment (for pupils eligible for PP, including higher ability)	
In school barriers (issues to be addressed in school)	
A	Low attainment of PP pupils, especially within maths and writing.
B	Progress of children through KS2 from their KS1 outcomes with a greater focus on maths and writing.
C	Challenge of work to ensure correct levels of progress.
D	Home support and pastoral issues
E	Self-confidence and self-esteem of some PP learners
<p>We aim to address the barriers to learning through the use of additional adults to provide focused and targeted support in reading, writing and maths and to provide wider pastoral support. Level 3 teaching assistants are directly linked to pupil premium children providing support through follow up activities from lessons, additional 1:1 support within lessons or to work with pupil premium children as part of a wider intervention.</p>	

Targeted academic support and teaching priorities for 2020- 2021

Aims for Support	Steps to success	
A,B,C <ul style="list-style-type: none"> To maintain good progress and attainment for pupils in receipt of pupil premium funding for reading writing and maths throughout school. 	<ul style="list-style-type: none"> Quality first teaching ensures that pupils in receipt of pupil premium are given high priority. Needs of pupil premium are discussed regularly with phase leaders, senior leaders and support staff at phase meetings, pupil progress meetings and planning meetings. Phase leaders monitor impact and outcomes of intervention within their phases and liaise with L3 teaching assistants. Level 3 teaching assistants provide additional targeted support to pupil premium children for reading, writing and maths. Regular progress meetings with L3 Support staff to ensure intervention groups are specific to the needs of pupil premium children. Staff refreshed on the 4P training to ensure appropriate pitch, pace and progress of pupils. Consistent modelling of writing by both teachers and support staff. Ensuring aim higher is used for pp children who are working at mastery level. 	July 2021
A,C,D,E <ul style="list-style-type: none"> Provide specific support and intervention for pupils in receipt of pupil premium funding in KS1 from September 2020 	<ul style="list-style-type: none"> Full time L3 teaching assistant linked to year 1 and 2 to support pupil premium through <ul style="list-style-type: none"> - Additional support in the classroom - Specific intervention group work - 1:1 intervention group work - Pastoral support. Focussed 1:1 support through 'Switch on' intervention for early literacy skills Book worms intervention – targeted at year 1 early reading skills 	July 2021

	<ul style="list-style-type: none"> • LSA's to have refresh on MITA training and developing independent learners. • LSA's to be part of PPA and weekly intervention meetings to share areas of high priority for pupil premium children. • Pastoral activities/games • Focus upon quality first teaching for early literacy skills through modelled/shared writing and embedding phonics knowledge. • Progress of all pp pupils reviewed half termly to ensure interventions in the correct areas of learning. 	
<p>A,B,C</p> <ul style="list-style-type: none"> • Provide specific support and intervention in areas needed for pupils in receipt of pupil premium funding in KS2 from September 2020. 	<ul style="list-style-type: none"> • Two full time L3 teaching assistants linked to years 3 to 6 to support pupil premium through <ul style="list-style-type: none"> - Additional support in the classroom - Specific intervention group work - 1:1 intervention group work - AR support - Pastoral support • Accelerated reader – allows reading achievement and quantity of reading to be supported and monitored. • Regular meeting with pupil premium children to address any pastoral needs, confidence issues and self-esteem needs. • Intervention groups for all abilities to target specific gaps in learning and to support accelerated progress. • Progress of all pp pupils reviewed half termly to ensure interventions in the correct areas of learning. • Ensure pp children are discussed weekly at the morning phase meetings and that feedback on interventions is shared. • In-house training on MITA and developing independent learners. • Focussed tuition and small group work to address the needs of the child in reading writing and maths through <ul style="list-style-type: none"> - Sir Kit - First class at number - Success at arithmetic 	July 2021
<ul style="list-style-type: none"> • Provide early years intervention for children identified in EYFS as receiving PPG 	<ul style="list-style-type: none"> • Speech and language development in nursery and reception to be carried out by L3 support (spring 2021) • Forest school to promote self-esteem and wellbeing. (weekly) Additional level 3 LSA interventions for pupil premium children. (from spring 2021) 	July 2021
<p>D,E</p> <ul style="list-style-type: none"> • Ensure positive mental health and self-esteem for children receiving PPG. 	<ul style="list-style-type: none"> • Support provided from SENCO. Provide access to external services: use of support services – Learning Support, Educational Psychologist, and Counselling. • Confidence and self-esteem are key factors in raising attainment of disadvantaged children and both teaching staff, SENCO and L3 teaching assistants provide a pastoral role to support pupil premium pupils and families with attendance, family learning, parent workshops etc. • Provide funding for extra-curricular clubs, activities, trips, music tuition, 1:1 tuition and uniform provides equal opportunities for all children. 	July 2021

Implementation

How we will facilitate and monitor the provision for all pupils entitled to PPG

Priority	Challenge	Action	Impact
Teaching	Ensuring enough time is given to allow for staff professional development and in house training where required.	<ul style="list-style-type: none">• Plan INSET days taking training needs into careful consideration.• Allow staff meeting time for CPD and provide additional cover where needed to release staff for training.	Staff will have the skills required to support all pupils through high quality teaching. Staff will address their own areas of development
Targeted support	Ensure enough time for TAs to support small groups and deliver intervention programmes.	<ul style="list-style-type: none">• Phase leaders and assistant head teacher to look at time tables and deployment of all LSAs to support pupil premium pupils.• All staff to ensure that interventions are carefully planned and organised for all pupils.• Phase leaders to ensure weekly meetings with LSAs go ahead.	All additional support that has been planned for children entitled to PPG will be implemented and reviewed with impact recorded. The impact of additional support will be reflected in progress and attainment of our PP children.
Wider strategies	Engaging families and supporting learning at home.	<ul style="list-style-type: none">• DSL to work alongside any families where Triple P or Early Help may be an intervention.• Parent workshops offered to support home learning.• School nurse to provide family support/advice.	Increased support from home and an increased on the impact on learning and progress within school.

Planned expenditure of funding for 2020 - 2021.

Support and Interventions	Projected spending
Teaching Assistant Support Interventions – Switch On, Success at Arithmetic, reading, writing, phonics and maths, pastoral support.	£57500.00
Counselling/Educational Psychology support and Learning Support	£4970.00
Peripatetic Music Tuition	£675.00
Educational residential visits	£899.00
Total	£64,044.00

Review date July 2021