



Pupil Premium Statement 2020-2021

The Government believes that the pupil premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

The pupil premium was introduced in April 2011 and is allocated to schools to work with pupils who have been registered for free school meals at any point in the last six years (known as 'Ever 6 FSM').

Schools also receive funding for children who have been looked after and children of service personnel.

We currently have 12 children at school who are entitled to free school meals. The projected income stream from Pupil Premium and Ever 6 is £25,520 for this financial year.

Our aims in deciding how to allocate Pupil Premium funding are:

- To ensure that teaching and learning opportunities meet the needs of all of the pupils. To ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed. In making provision for socially disadvantaged pupils, recognising that not all pupils who receive free school meals will be socially disadvantaged.
- To recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- To allocate funds following a needs analysis which will identify priority classes, groups or individuals.
- For all pupils to achieve the highest possible standards and realise their full potential in all aspects of learning.
- To improve confidence, independence and self-esteem.
- To improve wider enrichment opportunities.
- To encourage parental engagement and support to remove barriers to learning.
- For all children to feel safe, secure and motivated to learn.

This money has been allocated in the following ways:

- Teaching Assistant support to work with children either on a 1:1 basis or in very small groups to help with basic skills or to extend proficient skills.
- Small group work with children who need additional help with reading, spelling and maths.
- Provision of extra-curricular activities for pupils e.g.: Breakfast Club.
- Enabling pupils to participate in school residential holidays and educational trips.
- Provision of counselling support if needed to enable pupils to cope with difficult situations.
- Additional support from the Inclusion Consultant.
- Specialised training delivered to teachers and support staff.
- Membership and registration for specialist services e.g. Adoption UK.
- Resources and sensory equipment.

Evaluating Impact

In 2019/2020 we received £37,400 into our budget to support these pupils directly. As with all subject areas, school monitor effectiveness and impact that actions bring about. Impact can take many forms including improved academic attainment, improved attendance, attitude or increased self-esteem.

How is Impact Measured?

- The Headteacher along with the Class Teacher monitor each term the rate of progress in maths, reading and writing for children who have pupil premium entitlement.
- We recognise that confidence is something difficult measure, but we look at how involved children are in school life and their attitude towards taking on new responsibilities.
- Their attendance is monitored at least once a half term to ensure that low attendance and punctuality is not a factor which might result in lower attainment.

Impact statement

The impact on pupils' attainment owing to the money spent through the pupil premium is normally outlined in the tables below but due to COVID-19 and no end of Key Stage tests or assessments, the table is blank! This does not mean that there was no impact from Pupil Premium funding.

During the time school was closed, we ensured that pupils could access Home Learning and where necessary we were able to print resources, deliver resources and provide I-pads and laptops to pupils who requested additional support with Home Learning. We made sure a digital library of books was available and staff made welfare phone calls. Deliveries of extra food parcels were undertaken as well as providing the vouchers.

School was open to pupils who had a social worker or we felt needed extra support from the school setting.

In the re-opening of school in September, we were able to quickly identify pupils who needed additional support in the classroom and pupils who needed extra support emotionally. Our School Counsellor has been available throughout this time for pupils who needed support.