



## Pupil Premium Strategy Statement 2020-2021

Pupil Premium Strategy Group	
Team member	Role
Sharon Taylor	Headteacher
Sally Atkins	Pupil Premium Lead (PPL)
Jenny Fenton	Inclusion Manager
Rachael Corrie	PP Governor
Review Dates for academic year:	March 2021 July 2021

School Vision
<p><b><i>Committed to purposeful and irresistible learning where children are inspired to thrive and everyone is the BEST they can be.</i></b></p> <p>We believe that all children, regardless of background are entitled to the very best education. We know that children have only one opportunity to education and our aim is to ensure that we provide the very best teaching and learning experiences to give each child the best chance to achieve potential. We therefore strive to:</p> <ul style="list-style-type: none"> <li>• Raise the attainment and progress of pupils eligible for PPG, to enable them to perform in line with their non - disadvantaged peers.</li> <li>• Ensure that pupils eligible for PPG are able to regulate their emotions and behaviour and they are supported with their mental health.</li> <li>• Provide a curriculum that provides pupils eligible for PPG with the skills, vocabulary and opportunities needed to participate, appreciate and innovate</li> </ul>

Pupil Premium Funding
<p><b>Pupil Premium Funding</b></p> <p>The pupil premium is additional funding for schools to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers. The funding is based on whether a child is eligible for free school meals.</p> <p>The Department of Education will allocate the following amounts for 2020/2021:</p> <ul style="list-style-type: none"> <li>- Sept-March £1,320 per pupil who have been recorded as being entitled to free school meals at any time from reception to Year 6. (Ever 6 FSM)</li> <li>- April-August £1,345 per pupil who have been recorded as being entitled to free school meals at any time from reception to Year 6. (Ever 6 FSM)</li> <li>- Sept – March £2,300 per pupil for Looked after children (LAC) defined in Children Act 1989</li> </ul>

as one who is in the care of, or provided with accommodation by, a local authority  
 April-August £2345 per pupil for Looked after children (LAC) defined in Children Act 1989 as one who is in the care of, or provided with accommodation by, a local authority

- Sept – March £2,300 per pupil for children who have ceased to be looked after by a local authority because of adoption, a special guardianship order, a child arrangements order or a residence order  
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**Service Premium**

There is also additional funding for supporting children and young people with parents in the regular armed forces. This is an allocation to offer mainly pastoral support during challenging times and to help mitigate the negative impact on service children of family mobility or parental deployment.

Pupils attract the premium if they meet the following criteria:

- one of their parents is serving in the regular armed forces
- they have been registered as a ‘service child’ in the school census at any point since 2011
- one of their parents died while serving in the armed forces and the pupil receives a pension under the Armed Forces Compensation Scheme (AFCS) or the War Pensions Scheme (WPS)

Schools will receive (Sept – March) £300 for each eligible pupil.

(April-August) £310 for each eligible pupil.

**Current School Profile**

Number of children currently entitles to receive PPG	92
Amount of PPG allocation September 2020 – July 2021	£74,020 (September – March) Approx. £54,000 (April – July) TBC <u>Total Grant £128,020</u>

**Pupil Premium Strategic Principles**

**Our building blocks for tackling educational disadvantage:**

**Whole-school ethos of attainment for all**

There is a culture of high expectations for all. (BEST)

There is a belief that all disadvantaged pupils are capable of overcoming their personal barriers to succeed.

All children are expected to attend school regularly and the school cultivates a sense of belonging.

Leaders, teachers and other adults understand their role within the school’s strategy and how to support PPG children.

**Addressing behaviour and attendance**

A strong emphasis is placed on developing positive behaviours for learn; Stanmore School Keys for Success

The school responds rapidly to ensure de-escalation techniques are effective for pupils that need support.

Attendance is monitored frequently with attendance procedures followed and support

offered.

Persistent absence is rigorously challenged and proactive strategies to positively engage families are pursued.

#### **High quality inclusive teaching for all**

The principles of Appreciate, Participate and Innovate are applied throughout the curriculum and children are provided with the vocabulary and skills to access all aspects of this.

The school places a strong emphasis on ensuring all disadvantaged pupils receive high quality inclusive teaching; responsive on- going formative assessment is essential to ensure disadvantaged pupils make good or better progress.

All adults are committed to positive engagement with disadvantaged pupils.

Professional development is focused on securing strong subject knowledge

Interventions are additional to the entitlement to high quality teaching; class teachers retain accountability for pupil achievement.

Curriculum is planned 'through the eyes of the disadvantaged' to ensure access for all children.

Remote Learning is responsive and aspirational and is accessible to all.

#### **Meeting individual learning needs**

There is a strong understanding of the barriers to learning and how developing the whole child impacts on learning.

Personalised plans are used to ensure barriers are overcome so that disadvantaged pupils can benefit from enrichment, emotional well -being support and interventions that enable them to succeed in their learning across a wide range of subjects.

Learning gaps and misconceptions are identified and addressed in the classroom and through remote learning so that pupils can secure learning domains that will enable them to catch up to meet age related expectations or increasingly work at greater depth.

Transition processes for disadvantaged pupils are carefully planned and implemented.

Tiered Vocabulary is explicitly taught throughout school to allow all children to access the curriculum.

#### **Data-driven**

The progress of disadvantaged pupils is discussed at all pupil progress meetings and at key assessment milestones. Actions are identified, implemented and regularly reviewed within each assessment phase.

Accelerated progress must lead to higher attainment within milestones, an academic year and key stages.

#### **Clear, responsive leadership**

A Strategy Group, which includes senior leadership and a governor, review the effectiveness of strategies at the end of each assessment phase.

Self-evaluation is rigorous and honest.

The effectiveness of the strategy is reviewed termly and is based on internal analysis, research and best practice.

Leaders apply robust quality assurance processes and clear success criteria.

#### **Deploying staff effectively**

Both teachers and support staff are deployed flexibly in response to the changing learning needs of disadvantaged pupils.

Resources are targeted at pupils at risk of less than accelerated progress.

Summary allocation of funding	Key Priorities	Expenditure
<b>Progress</b> <b>Targeted support through High Quality teaching leading to Academic impact</b>	<ul style="list-style-type: none"> <li>Additional teacher / learning assistant contact time</li> <li>RWI phonics for all children in KS1 and those in KS2 who did not meet phonic screening</li> <li>Implementation of specific intervention programmes</li> <li>Use of SLT time to monitor provision and progress</li> </ul>	<b>£78,684</b>  <b>61%</b>
<b>Emotional, social and behavioural support to improve learning behaviours, self-regulation and to support mental health.</b>	<ul style="list-style-type: none"> <li>Ready to learn provision</li> <li>ELSA (Emotional Literacy Support Assistants) time</li> <li>Attendance and Welfare Officer time</li> <li>Use of SLT to monitor attendance</li> <li>TA enrichment / pastoral curriculum implemented in small additional Yr 6 class</li> </ul>	<b>£46,811</b>  <b>37%</b>
<b>Enrichment support to enable all children to access a range of experiences.</b>	<ul style="list-style-type: none"> <li>Subsidy of trips (50%)</li> <li>uniform purchase/replacement/support</li> <li>Access to enrichment curriculum</li> <li>After school clubs providing a range of activities. (paid clubs subsidised)</li> </ul>	<b>£2,525</b>  <b>2%</b>
<b>Total Expenditure: £</b>		<b>£128 020</b>  <b>100%</b>

### Key Challenges for Pupil Premium Pupils (Linked to school rationale, internal and external barriers for learning)

#### External barriers that may affect some disadvantaged pupils

- Word poverty which impacts on progress in all areas of the curriculum.
- Weak learning behaviours which puts them at a continued disadvantage compared to non-PP peers.
- Pupils who are in receipt of Pupil Premium and who are also on the SEN register for cognition and learning
- Parental involvement at parents' evenings, supporting reading, supporting remote learning and homework completion may be significantly reduced
- Increased number of child protection concerns.
- Poor attendance.
- Signs of low self-esteem.
- Education may not be valued within the family and they will not receive the educational support at home.
- Insufficient food resulting in low energy.

- Lack of technology at home resulting in low engagement with remote learning

**Barriers for learning that make some disadvantaged less successful in their learning**

- Poor social and emotional development which impacts on some pupils' ability to manage emotions and self-regulate
- Attendance levels significantly lower than non PPG peers.
- 2018-19 PPG children's attendance was at 93.72%. Non PPG at 95.96
- 2019-2020 up until March 2020 PPG attendance (without PT children) was 95.26% and Non PPG - 96.69%
- Less access/exposure to extra-curricular activities and educational experiences such as trips, music lessons and participation in physical activities.
- Sufficient progress not made in previous years having an impact on self-esteem as well as leaving the children with gaps in their learning.
- Less support at home in reading, homework and remote learning.
- Levels of SEND higher for PPG children.
- Lack of experiences hindering understanding of wider curriculum

**Reviews – Last year's aims and outcomes**

Aim	Impact																								
To bring attainment and progress of pupils in receipt of Pupil Premium in reading, writing and maths in line with disadvantaged nationally.	91% of Year 2 children passed phonic screening.																								
To bring attendance of pupils in receipt of Pupil Premium in line with national expectations.	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th colspan="4">Attendance</th> </tr> <tr> <th colspan="2">September 2018 to Feb 28 2019</th> <th colspan="2">September 2019 – Feb 28 2020</th> </tr> <tr> <th></th> <th></th> <th>All children</th> <th>Ex PT</th> </tr> </thead> <tbody> <tr> <td>Whole School</td> <td>95.6</td> <td>95.2</td> <td>96.2</td> </tr> <tr> <td>PPG</td> <td>94.16</td> <td>92.89</td> <td>95.26</td> </tr> <tr> <td>Non PPG</td> <td>96.46</td> <td>96.68</td> <td>96.69</td> </tr> </tbody> </table>	Attendance				September 2018 to Feb 28 2019		September 2019 – Feb 28 2020				All children	Ex PT	Whole School	95.6	95.2	96.2	PPG	94.16	92.89	95.26	Non PPG	96.46	96.68	96.69
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**Outcomes and data affected by COVID 19.**