

## Pupil Premium Strategy Statement 2020-2021

Total number of pupils on roll	402
Total number of pupils eligible for PPG	56 12% of school
Amount of PPG for Ever6 FSM pupils	£1,345
PPG for CLA	£2,345
Total amount of PPG received	£77,665
Date of most recent PP review	May 2021
Date of next review	May 2022
Pupil Premium Lead	Maria Chappell
Governor Lead	Kathy Williams

The teacher assessment data for the end of the year 2019/20 showed that the interventions carried out by the learning mentor and speech and language therapists show that the children made significant progress when comparing the pre-evaluation and the post evaluations. The targeted group work showed an improvement in speech and language as well as in reading and comprehension. We are unable to give quantitative data at this time but used the qualitative data to decide to continue with the proposed interventions and increase the training of LSA to enable further focussed groups to take place.

Main Barriers to learning	How the grant will be spent to address the barriers.	Impact of actions	Cost implications
<u>Parental support Low expectations Attitude to learning</u> Children who do not have the support of their parents at home to help consolidate learning and understanding. Some	-Parent gym for targeted parents to help address expectations and understanding. Virtual if needed. -Learning mentor support for parents and children	Parents have a greater understanding of how to support their children in school.  Somali community engaged and	Learning mentor organisation and support £2000  Worker to support

<p>parents may not have the educational background to be able to support their children.</p>	<p>-Somali mothers group to address any issues. Socialisation and support.</p>	<p>supportive with a forum to raise and discuss concerns.</p>	<p>£1500</p>
<p><b><u>Experiential deprivation</u></b> Families do not understand the importance of a range of experiences and how this can supplement understanding and knowledge.</p>	<p>-To continue with a range of trips/ outings/ experiences arranged throughout the school to address deprivation. Subsidised for PP children. After school clubs provided free</p>	<p>Children have a depth and are able to make more sense of their learning through direct experiences. They are more engaged and develop a love of learning.</p>	<p>Subsidised trips £5000</p>
<p><b><u>Attendance</u></b> Children have poor attendance because parents do not realise the importance of regular attendance and the impact it has on their learning.</p>	<p>-Attendance officer who ensures she does first day calling for families who need it. - Collection from home if needed. -Free breakfast club for children who have trouble getting into school.</p>	<p>Children in school regularly and parents understand the importance of regular attendance. Children do not miss education and perform at a higher level.</p>	<p>Attendance officer £3000</p>
<p><b><u>Poor living conditions /Poor diet</u></b> Housing conditions are poor; poor sleeping and eating arrangements means that children are not ready to learn. Lack of outside space.</p>	<p>-Subsidised residential trips when we are able to resume these. -Free After school clubs -Breakfast clubs -Fare share food -Liaison with housing and other services.</p>	<p>Children and parents get a break.. Children are able to take part in learning outside of the classroom activities. They are motivated and engaged in their</p>	<p>Subsidised trips and outings £5000</p>

	-Subsidised swimming lessons when able to return.	learning.	
<p><b><u>Parents lack of English</u></b> Families not accessing services or able to support extended learning. Children are used as carers /translator.</p>	<p>-Free English classes for parents and carers to resume when appropriate. -Somali mothers group -Translators brought in to help understanding. -Help with filling in forms -EAL support for children</p>	<p>Parents feel more able to support their children. Parents foster a good relationship with the school. Children are supported to improve language skills.</p>	£4000
<p><b><u>Parents' mental health/Substance misuse.</u></b> Parents have difficulty caring for their children because of their own mental health issues. Inconsistent parental behaviours.</p>	<p>-Staff training to identify signs and help access the right services. -Elsa trained staff.</p>	<p>Staff understand signs and are able to support and help. Children's mental health is supported.</p>	£6000
<p><b><u>Children's mental health and well being.</u></b> During a prolonged period of uncertainty and confinement, some children exhibit anxiety and reluctance to engage.</p>	<p>-Programme following the 5 step framework from the Anna Freud centre -Drama therapy available in school time -Play therapists to work with targeted children -Place2 be group in school to provide groups sessions</p>	<p>Children feel more settled, less anxious and more secure.</p>	£1000

<p><b><u>Delayed learning</u></b>          Poor articulation and vocabulary for younger children.          Poor listening skills          Children not ready to focus and settle.</p>	<p>Increased time for physical literacy and oracy 'group chats' to encourage socialisation and articulation.          Staff trained to use talk programmes to support group work</p>	<p>Children show readiness and confidence to express ideas.          Children more confident to speak in small and larger groups.          Basics and foundations for good learning reinforced.</p>	<p>£1000</p>
<p><b><u>Learning difficulties.</u></b>          Physical needs. Lack of prior schooling, Medical needs.</p>	<p>-whole staff training          -specialist support staff in class          -advice from specialist services - OT, SL, VI, HI, Ed Psych          Qualified assistants to deliver programmes.          Differentiated groups in classes.          3 teachers per year group</p>	<p>Staff aware of issues and how to support.          Specialist staff are able to deliver a range of interventions.          Teachers support smaller groups to help address misconceptions and close gaps.</p>	<p>£35000</p>
<p><b><u>Behaviour</u></b>          Lack of boundaries and poor role models. Low expectations of behaviour. Aggressive tactics.</p>	<p>-Whole staff training.          -Well qualified TAs to support children in the playground.          -Equipment in playground          -Adults organising and supervising activities.          -Parent gym          -home/school</p>	<p>Extra TAs to support activities and offer small group differentiated interventions.          Children catch up and have a positive attitude to learning.          Behaviour improves.</p>	<p>£35000</p>

	agreement -		
<u>Total</u>			£98500

## Measurement of impact of actions

We will analyse the progress of the children in the PP group through pre and post evaluations of interventions.

Parent surveys will help us to identify how engagement has improved.

Results of national tests as well as internal assessments will be used to measure attainment and progress.

Pupil surveys and pupil conferencing will be used to help gauge the well-being of the children.

We are hoping that this then translates into higher performance scores but we are aiming for happy healthy children who have a love of learning and are prepared for the next stages in their life.

### Impact of Actions:

Children feel confident and safe.  
They are ready to take risks and to begin to recover the joy of learning.

85% of PPG pupils to achieve ARE in reading.

To continue to fund experiential learning for PPG children

To continue to close the gap between non SEN pupil premium and non-pupil premium