**Pupil Premium Report**

**2020-2021**

**What is Pupil Premium Funding?**

The Pupil Premium is funding allocated to schools for the specific purpose of boosting the attainment and progress of pupils from low-income families.

**Why was it introduced?**

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 Pupil Premium funding and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most. Schools are free to spend the Pupil Premium as they see fit to ensure that the gap between eligible children and their peers is closed.

**How is Pupil Premium funding used?**

At Henshaw CofE Primary School, the allocation of funding supplements the main school funding and is used for the following specific purposes for children eligible as Pupil Premium. The funding is mainly used to supplement the staffing arrangements so that there are well-trained staff on hand to provide intervention and extension, plus any emotional and social support needed, during a child’s time at the school.

The school are committed to supporting all pupils and families and recognise that there are children on roll who, whilst not necessarily eligible for pupil premium funding, may also suffer financial hardship. It is also recognised that many of the opportunities put in place for children who are eligible for these grants may have an indirect positive impact on the progress and attainment of other groups.

**School Overview**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **2018-2019** | **2019-2020** | **2020-2021** |
| **Number on roll\*** |  |  |  |
| **Number of children eligible for PP funding\*** | 9 | 11 | 13 |
| **Amount of funding** | £11,880 | £14,520 | £17,485 |

*\*at time of October census*

**Barriers to learning for pupils eligible include:**

1. Some pupils entitled to Pupil Premium funding have limited life and first hand experiences, which reflects their ability to draw on first-hand knowledge in the curriculum.
2. Financial pressure in families may lead to inequality of opportunity for children across the school in accessing the opportunities available.
3. Some pupils entitled to Pupil Premium funding enter school with lower basic numeracy and communication and language skills than their peers, which affects their attainment across other areas of the curriculum (in both EYFS, KS1 and KS2).
4. Attendance rates and punctuality for children eligible for Pupil Premium funding can be an area of concern for some individuals, which affects attainment.
5. Some children with Pupil Premium funding require further support to develop their Emotional and Social skills so that they are ready to learn in the classroom environment.

**Pupil Premium provision may include:**

* Providing small group robust and immediate intervention with experienced teachers and Learning Support Assistants focused on closing the gap to national standard
* 1-1 support where needed to ensure every pupil premium child makes at least good progress to close the gap to national expectation/greater depth
* Extra-curricular activities intended to promote confidence, well-being and success
* Pastoral support so pupils are ready to learn
* Educational opportunities and life experiences which will enrich the pupils’ experience of school and learning (e.g. school trips and visits from professional and groups)

**Impact from 2019-2020**

An update on the attainment and progress of pupils eligible for Pupil Premium funding for parents is published annually on the website. The report summarises the attainment and progress of pupils that have been supported by Pupil Premium, evidencing how the school is striving towards narrowing the gap of difference and increasing progress for these children.

Throughout the year the school, there is rigorous monitoring of the outcomes of all proposed activities and resources to measure successful impact. This is in addition to the frequent scrutiny of attainment and progress data for pupils who are eligible for Pupil Premium funding.

**Summary of the attainment and progress of pupils that have been supported by Pupil Premium 2019-2020**

|  |  |  |
| --- | --- | --- |
|  | **GLD%** | **GLD Count** |
| **All** | % |  |
| **Pupil Premium** |  |  |
| **Not Pupil Premium** |  |  |

**Summary of the attainment and progress of pupils that have been supported by Pupil Premium 2019-2020**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **KS1%** | | | **KS2%** | | |
|  | Reading | Writing | Maths | Reading | Writing | Maths |
| **All** | % |  |  |  |  |  |
| **Pupil Premium** |  |  |  |  |  |  |
| **Not Pupil Premium** |  |  |  |  |  |  |

*Due to Covid-19 and the cancellation of assessment, there is no summary of the attainment and progress of pupils that have been supported by Pupil Premium for 2019-2020 or 2020-2021*

**Academic Year 2020-2021**

**Henshaw CE Primary School Pupil Premium Allocation 2020-2021: £17,485 +**

**£4,690**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Child | Item/ project | Cost | Objective/ description of activity | Outcome/ Impact |
| A | Developing reading and writing skills 1:1 and small group support. | Resources £250  LSA time £500 | To develop writing ability. Read, Write, Inc program, plus some sentence level work. 1:1 x 20 mins x 5 weekly for reading and the same for writing. | Was on track to achieve ELGs in all areas – left in September, 2020 |
| B | Developing reading skills 1:1 x daily support | Resources £250  LSA time £1000 | Sound recognition, blending vc and cv and then onto cvc words. High frequency word recognition. Use of read, write, inc program and materials to provide a structured approach. | Latest results showed that they needed support with literacy skills. Reading D1  Writing D1  Maths D1  Showing they are on track and making progress in line with peers. |
| C | Developing reading skills  1:1 daily support | Resources £250  LSA time £500 | To develop reading skills. Reading Eggs daily. Reading conference x 3 x 10 mins daily.  Incentive for reading skills. Reading tasks set at home to be completed. Support with reading and writing when using to access other areas of the curriculum. | Latest results showed that they were on track mathematically, but below expected norms with literacy skills – E1 for reading (Norm would be D1) – left in September, 2020. |
| D | Action Words  Programme and Workshop for parents.  Clearly labelled and accessible Maths and Literacy resources for children to access independently. Extra 1:1 and small group LSA time. Speech and Language assessment and therapy. Support with trips and visits. | Resources £450  LSA time £1,500 | Baseline assessments at beginning of Year showed that child A was still working towards ELGs in all areas. To accelerate learning, 1:1 support using TA for Literacy x 30 minutes per day and CT 15 minutes per day was employed using Letters and Sounds, Action Words program and daily reading opportunities. 1:1 support was given for mathematics skill development.  Small Group intervention for mathematics and English is employed each day.  Child A also has speech and language therapy x 3 weekly sessions. | Continues to function below age-related expectations in all areas. PE in all areas – pre-emerging. Actually working at Year 1 level with reading; Reception with spellings and writing and Year 2 emerging in mathematics. Has moved though in reading and now has all 42 sounds from 31 and 8 to 43 high frequency words now known.  Reading E1  Writing PE  Maths PE |
| E | Breakfast  club  Action Words  Programme and workshop for parents Clearly labelled and accessible Maths and Literacy resources for children to access independently. Extra 1:1 and small group LSA time.  Attends homework club. Support with trips and visits. | Resources £100  LSA time £1000  Breakfast Club £130  Assessment £385 | Child E has poor attendance which is being monitored closely. To improve attendance and punctuality CT and SMT have offered the opportunity to attend breakfast club which they have taken up on.  To support with reading and homework - CT has allocated time each day to support completion of homework tasks. To accelerate learning, 1:1 support using TA for Literacy x 15 minutes per day and CT 15 minutes per day was employed using Letters and Sounds, Action Words programme and daily reading opportunities. Reading and Action Words Workshop delivered by CT to engage and encourage parents to support reading at home. Small Group intervention for mathematics 3:1 x 20 mins daily with CT. | Age-appropriate in most areas. Progress check:  Reading D1  Writing E1  Maths E1 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| F | Letter and Sounds Games and resources. CPD and coaching sessions around reading recovery, Guided Reading, plus resources, and Mastery in Maths. In lesson TA literacy and Numeracy support.  Targeted Phonics intervention. Child D also receives speech and language support x 4 weekly and has received an up-to-date assessment. Support with trips and visits. Cookery club ingredients. | Resources £250  LSA time £1,000  Assessment £385 | Child F has a mixture of both 1:1 and small group additional in class Literacy and Numeracy support was provided for morning sessions. This along with x 4 weekly sessions on speech and language development and an assessment via the speech and language therapist. | Working below age-related expectations in all areas, but has made good progress from initial starting points.  Progress check: They have moved from Y1.4 to Y1.8 with spellings and Y1.3 to Y3.8 with reading.  Reading E2  Writing E2  Maths E1 |
| G | Specialist resources have been purchased – including a range of fiddle toys, angled board, tactile cushion etc. Support with trips and visits. | Resources £250  LSA time £1,000 | Child G has full-time support in class for both Literacy and Maths to meet their needs as well as specific programmes to follow. | Working below expected levels in all areas – working at pre-emerging in all areas but has moved from Y1 to Y2 expectations in all areas. They now know all 150 high frequency words. In Nessy, they have moved from Y1.3 to Y2.4 for reading and Y1.4 to Y4.1 for spellings.  Reading E1  Writing E1  Maths E1 |
| H | Read, Write, Inc books and the Nessy programme.  Breakfast Club.  Support with trips and visits.  Emotional literacy support | Resources £100  LSA time £700  Breakfast Club £130  LSA time £700 | Child H has difficulty with spellings specifically and does not apply their spellings to everyday work. There are difficulties with retention of spellings and reversals are common. They also work on application of skills. Due to difficulties with accessing curriculum identified above, child H had begun to develop a low self-esteem and so has been receiving some additional support with emotional literacy. | Working broadly at age related expectations – need to monitor re self-confidence and the impact that this could potentially have on progress.  Progress check: Reading D1  Writing E2  Maths E2 |
| I | Child I receives support for spellings and reading. | LSA support £1000  Assessment £385 | Observations of Child I showed that they have difficulty with spellings, copying from the board, comprehension in reading and with mathematics. Support has been put in place to help address these issues through 1:1 and small group interventions along with application of skills. | Working broadly in line with expectations in relating to literacy, but behind expectations in maths.  Progress check:  Reading D1  Writing E2  Maths E1 |
| J | Additional reading opportunities. Support for homework. Inclusion in cookery club. Pre-teaching in maths as required. | LSA support  £750  Assessment £385 | Child J does not always remember to bring in homework, spellings etc. They have some difficulty with aspects of maths and literacy and so get additional support as and when needed. | Is working below age-related expectations in all areas – need to monitor.  Progress check:  Reading E1  Writing E1  Maths E1 |
| K | Age-appropriate literature for Upper KS2 pupils.  Purchase English  SPAG, Maths and Science revision materials.  Testbase subscription CPD on Effective marking and feedback. | New  Literature  £150    Revision materials  £30    LSA Support  £700  After school tuition  £500 | CT observed that Child K was selecting the same type of book to read and suggested some research into different authors. Literature range on offer extended within classroom to take account of extended age range now in school -now selecting from a variety of authors.  Revision guides/materials purchased to offer a challenge as Child K is one of the older children in a mixed age KS2 class following the change from a First School to Primary.  Misconceptions dealt with quickly and further challenge offered to help raise attainment in English and Maths. | Working below age-related expectations and so needs further ‘boosting’.  Progress check:  Reading E2  Writing E2  Maths E1 |
| L | Additional support with word recognition; read, write, inc and writing | LSA support £1,000 | Child L is relatively new to the school and has settled in well. They have had to get used to the different routines and structures in place. There are gaps in their learning and so these are being filled as they become apparent. | Broadly in line with age-related expectations.  Progress check:  Reading D1  Writing E2  Maths D1 |
| M | Additional support with all of his learning 1:1/small group. Follows read, write, inc, phonics programme and reading programme. Support with writing and maths. | LSA support £1500 | Child M is relatively new to the school and has significant gaps in their learning. They receive daily 1:1 or small group support for most of their learning from our HLTA support. They are following the read, write, inc programme and using practical resources for mathematics. Gaps are being ‘filled’ as they are discovered through repetition and sending work home to consolidate with family. | Below age related expectations – particularly in relation to literacy skills. Progress check:  Reading PE  Writing PE  Maths E1 |

Pupil Premium Allocation: £17,485

Expenditure to date: £17,230 + deficit from April, 2020 of -£1004 = £18,234

£18,234 - £17,485 = -£749

Reviewed: March, 2021

To be reviewed: April, 2022

**Key Targets for Improvement for 2021-2022**

1. To improve the early reading and phonics achievement (progress) and attainment (outcome) by raising the profile of reading and promoting a love of reading both across the school and at home.
2. To achieve the continued and successful implementation of White Rose Maths across the school, contributing to adaptations to the EYFS Maths Teaching and Learning and an increase and improvement in maths progress and attainment.
3. Establishing and refining the school culture; promoting the school’s learning characteristics, growth mind-set, love for learning and fast feedback across the school to ensure that pupils develop positive attitudes, values and transferable skills which encourage them to take responsibility for their learning.
4. To deliver an outstanding broad curriculum which promotes opportunities for personal development, behaviour and welfare (PSHE/RE), so that all staff and pupils’ well-being is promoted.

**Intended Pupil Premium Expenditure for 2021-2022**

|  |  |  |
| --- | --- | --- |
| **Activity and Resource** | **Cost** | **Expected Impact** |
| Internal training (including phonics and early reading/read, write, inc) to ensure all staff are aware of approaches, such as reading aloud to children and discussing books, explicitly extending children’s spoken vocabulary by introducing them to new words in context, and drawing attention to letters and sounds which are directly aimed at developing thinking and understanding through language. Target pupils, including Pupil Premium children, are heard read regularly by an adult at school. | £500 approx. | Positive benefits for all children, but particularly those from disadvantaged backgrounds, including their spoken language skills, their expressive vocabulary and their early reading skills. |

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| --- | --- | --- |
| Head Teacher allocated time to monitor, review and support provision for Pupil Premium children across the school; via Pupil Progress meetings, data scrutiny, quality assurance, moderation, pupil conferencing, learning walks and lesson observations. | £1000 approx. | Increase percentage of Pupil Premium children achieving expected progress and outcomes - and at greater depth across the curriculum. |
| SENCO allocated time to monitor, review and support provision for Pupil Premium children. Time allocated for more in-depth, regular conversations around these children. With staff. | £1000  approx. | Increase percentage of Pupil Premium children achieving expected progress and outcomes - at greater depth across the curriculum. |
| EYFS and KS1 Staff allocated time to monitor, review and support provision for Pupil Premium children across EYFS and KS1; via Pupil Progress meetings, data scrutiny, quality assurance, moderation, pupil conferencing, learning walks and lesson observations. | £700  approx. | Increase percentage of Pupil Premium children in EYFS and KS1 achieving expected progress and outcomes - at greater depth across the curriculum. |
| English Lead allocated time to monitor, review and support phonics and early reading provision for Pupil Premium children across EYFS and KS1; via data scrutiny, quality assurance, moderation, pupil conferencing, learning walks and lesson observations. | £705 approx. |  |
| Additional and part funded (on a needs and bespoke basis) extended opportunities for Pupil Premium children. Clubs from external providers are offered before or after school. Trips can be part funded where needed so that they can attend. | £900 approx. | All pupil premium children can access the extended opportunities and have as wide curriculum as their peers. Their engagement is transferable into learning within the classroom. |
| Target children having intervention work and working in streamed, ability groups with teachers, HLTA’s and LSA’s to target needs, help close the gap of progress and increase the number of Pupil Premium children at ARE/Greater Depth by the end of the year. Interventions are robust, frequent and reviewed regularly. | £4500 approx. | Teachers, HLTA’s and LSA’s to work with children through immediate intervention. All PP children working with staff to make accelerated progress over year (intervention analyses). Year group data to show 85% children in Year 1 and 80% children in Year R (in line with SDP) achieve ARE in Reading, Writing, Maths and Phonics Screening Check (in Y1) and GLD (in YR). |
| Additional adult support for children  with social difficulties and sometimes behaviour concerns through Nurture Group, Lunchtime club and (Emotional Learning Support programmes), personalised intervention to promote children’s social skills, wellbeing and confidence. | £2000  approx. | Provide programmes for identified children with the intention to provide personal emotional support, which therefore prepares them to learn.  Impact is measured through reassessment at the end of programme with evidence of difference. All Pupil Premium children are ready to learn. |
| The use of fast feedback (resources, policy and practices) across all subjects to increase pupil involvement in their assessment, marking, learning, direction of learning and target setting. | £300 approx. | Pupil Premium children think about their own learning more explicitly, enabling them to have a repertoire of strategies to choose from and the skills to select the most suitable strategy for a given learning task. All Pupil Premium children are able to talk about their own learning, demonstrate resilience when approaches tasks and problems and suggest where next (evidence in pupil conferencing and lesson observations). |
| Head Teacher allocated time to monitor, review and support attendance and punctuality for all pupils, particularly Pupil Premium children, across the school; working with families to improve attendance and punctuality. | £500 approx. | Increase attendance, improve punctuality and lessen unauthorised absences. 95% or better for Pupil Premium children. |