

Horningsham Primary School Pupil Premium Strategy Statement 2020-2021

Purpose of Pupil Premium		
Publicly-funded schools in England get extra funding from the government to help them improve the attainment of their disadvantaged pupils. <i>The pupil premium grant is designed to allow schools to help disadvantaged pupils by improving their progress and the exam results they achieve.</i>	Evidence shows that children from disadvantaged backgrounds: <ul style="list-style-type: none"> generally face extra challenges in reaching their potential at school often do not perform as well as their peers 	
In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged. We also 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.		
Eligibility and Funding		
<i>Free School Meals</i>	<i>Every primary age pupil who claims free school meals, or who has claimed free school meals in the last six years.</i>	<i>£1345</i>
<i>Looked after children and previously looked after children</i>	<i>Every pupil who has left local authority care through adoption, a special guardianship order or child arrangements order. Local authorities get the same amount for each child they are looking after; they must work with the school to decide how the money is used to support the child's personal education plan.</i>	<i>£2,345</i>
<i>Service Pupil Premium</i>	<i>Every pupil with a parent who is serving in HM forces, (or retired on a pension from the Ministry of Defence). The service premium is not part of the pupil premium and is not included in the Pupil Premium funding and reporting. Funding is to help with pastoral support.</i>	<i>£310</i>

1. Summary Information								
Academic Year	2020-2021		Total PP Allocation		£4035		Date of most recent PP Review	Jan 2020
			SPP Budget		£1860			
Total pupils	76	Number of pupils eligible for PP	3	Number of pupils eligible for SPP	6	Date for next internal review of this strategy	July 2020	
Proportion of disadvantaged pupils	3.9%	Academic year or years covered by statement	Rec-Y2	Pupil Premium Lead		C Andrews (HT)		
				Governor Lead		L Cruickshank		

2. Barriers to Future Attainment (for disadvantaged pupils)

In-school barriers

A.	Significant learning needs and difficulties
B.	Poor language and comprehension skills
C.	Difficulty with social and emotional aspects of learning
D.	Inequality of opportunity to cultural and wider experiences for those who are disadvantaged

External barriers

A.	Parental engagement and support with learning needs for those who are disadvantaged
B.	Attendance inconsistencies for some disadvantaged
C.	Difficulties supporting home learning

3. Outcomes for disadvantaged pupils for last academic year

Context:

There were only 3 disadvantaged children in 2019-20, Of the cohort at the end of KS2, 2 were disadvantaged children who received Pupil Premium Funding (9 children not eligible). This makes the data for this cohort not statistically viable.

Statutory Assessments were not undertaken for the end of KS2 2020 due to Covid19 pandemic and cancellation of tests.

SATS Outcomes end of KS2 2020	Pupils eligible for PP	Pupils not eligible for PP
% achieving the expected standard or above	n/a due to Covid19 Cancellation of tests	n/a due to Covid19 Cancellation of tests
% making expected progress in reading	n/a due to Covid19 Cancellation of tests	n/a due to Covid19 Cancellation of tests
% making expected progress in writing	n/a due to Covid19 Cancellation of tests	n/a due to Covid19 Cancellation of tests
% making expected progress in maths	n/a due to Covid19 Cancellation of tests	n/a due to Covid19 Cancellation of tests

4. Review of Expenditure 2019-2020

i. Quality of teaching for all

Desired outcome (Intent)	Implementation	Impact
Gaps in learning are minimised to aid pupils in meeting the expected standard.	<ul style="list-style-type: none"> • TAs provided additional support/ intervention for individuals and groups. • Teachers monitored and assessed to ensure intervention and support was timely and adapted as necessary. • More specific tailored intervention for PP pupils where the gap is widening due to other factors (SEND). • Pupil progress meetings focused on this group. • Individual learning plans were put in place for those disadvantaged children with gaps in learning – aligned to SEND plans in all cases. 	<p>Pupil progress meetings demonstrate that intervention has impacted positively on general outcomes and individual's progress from starting points.</p> <p>Children received high quality teaching experiences in class and in small groups from the intervention teacher. Teachers are very aware that the period of school closure for some pupils will have hindered this progress – particularly those with SEND and emotional factors.</p>

i. Other approaches

For disadvantaged children to overcome barriers to being emotionally ready to learn and provide them with strategies and opportunities to support their mental well-being.	<ul style="list-style-type: none"> • ELSA provided nurture sessions and specific targeted intervention for individuals/ groups. • Targeted and focused well-being activities and themed events. • Wider opportunities to develop positive well-being. • Breakfast club and late after school clubs provided / subsidised to deliver respite from complex contexts and boost self-esteem. • Routine and regular monitoring and support calls to families during lockdown / pandemic. 	<p>Intervention booklets indicate progress from starting points and greater use and application in other contexts.</p> <p>Pupil feedback positive – enjoying the sessions and greater confidence in dealing with their emotions and feelings</p> <p>Parental feedback positive (where engaging).</p>
For disadvantaged children to have access to a range of extra-curricular activities in and beyond the school day.	<ul style="list-style-type: none"> • School offered a wide range of clubs for all ages in addition to wrap around clubs (breakfast and late after school clubs). • Children encouraged to attend external learning opportunities through clubs, events, residential visits to boost their confidence, independence and self-esteem. • Wider opportunities (e.g. offsite dance workshops, gymnastics coaching) provided to individuals within the school day where families not taking up offers of support and engagement. 	<p>Feedback from children and parents indicates that children enjoy the wide range of extra-curricular activities provided through clubs, curriculum events and trips and visits.</p> <p>Not all families were receptive to offers of enrichment beyond the school day.</p> <p>Residential weekend unable to be provided due to pandemic and lockdown situation.</p>

For all disadvantaged children to attend school visits and educational visits with their peers.	<ul style="list-style-type: none"> Access to all educational visitors, visits and curriculum events throughout the academic year funded in order to enhance the curriculum for all. 	There are no financial barriers to engagement within the school day for disadvantaged pupils.
---	--	---

5. Planned Expenditure 2020-2021

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all

Desired outcome	Action	Evidence and rationale	Monitoring Implementation	Lead	Review
Gaps in learning are minimised to aid pupils in meeting the expected standard.	Teaching Assistants providing additional support and intervention. IT needs supported for remote learning situations (including provision of devices).	Gaps in learning identified through pupil progress meetings. Additional TA hours ensures that staff can support pupils within the classroom, on a 1:1 basis and or in small groups for intervention programmes. Some families have limited IT resources for accessing learning remotely.	<ul style="list-style-type: none"> ➤ Lesson observations ➤ On-going monitoring through data tracking and assessment ➤ Work scrutiny ➤ Pupil progress meetings ➤ Monitoring online engagement 	SENCO and HT	Pupil progress mtgs x3 Self-evaluation July 2021.
Total budgeted cost					£3035

ii. Other approaches

Desired outcome	Action	Evidence and rationale	Monitoring Implementation	Lead	Review
For pupils to have access to a range of extra-curricular activities in and beyond the school day.	School will offer a wide range of clubs / online enrichment for all ages. Children will be encouraged to attend / participate with external learning	Some pupils do not have access to activities beyond school and benefit from positive, structured enrichment opportunities through clubs, events, and residential visits to boost their confidence, independence and self-esteem.	School will ensure that key vulnerable children attend after school clubs and have access to all opportunities on offer that otherwise families would not be able to fund.	HT	Every term (3 times a year)

For pupils to be supported with their mental well-being.	ELSA to provide nurture sessions and specific targeted intervention for individuals/ groups. Whole school mental well-being events and opportunities provided routinely for all children.	There is evidence that some disadvantaged need support with understanding and expressing their own emotions and managing their behaviour, which in turn is hampering progress within the classroom. Some families have been rendered vulnerable as a result of the Covid19 pandemic and personal losses.	SENCO and relevant staff discuss pupils who require support as part of the SEND provision map and additional needs. Intervention tracking is undertaken from baseline to desired outcomes with continual review and follow up after each session. Relevant and necessary CPD and training will be provided to relevant staff with close liaising with BSS and EP services.	HT SENCO	Specific intervention reviewed during and at the end of each programme of work.
For pupils to have access to a range of extra-curricular activities in and beyond the school day.	School will offer a wide range of clubs / online enrichment for all ages. Children will be encouraged to attend / participate with	Some pupils do not have access to activities beyond school and benefit from positive, structured enrichment opportunities through clubs, events, and residential visits to boost their confidence, independence and self-	School will ensure that key vulnerable children attend after school clubs and have access to all opportunities on offer that otherwise families would not be able to fund.	HT	Every term (3 times a year)
All PP parents engage positively with the school to support their child accessing appropriate intervention, opportunities& maintaining a healthy lifestyle.	Parent meetings to review child's needs. Provision of guidance, workshops and information to how best support their child's needs.	It is evident that some families struggle to provide a healthy lifestyle for their children. Engagement with school can be an added pressure for families in crisis or facing difficulties. Some families have benefited greatly from workshops and support sessions in supporting their child at home.	Clear targeted support to specific families through outreach and support within school via workshops, consultation and family learning. Where appropriate and possible, generating a plan together so shared and owned.	HT	Termly review
Total budgeted cost					£1000