



## *Challenge, Equality & Opportunity*

### **Pupil Premium Strategy 2020-21**

The Pupil Premium Grant was introduced by the government in April 2011. It was designed to give additional money to support schools in raising the attainment of children who receive free school meals and those children in local authority care or from a family serving in our forces. These groups of children have been identified nationally as achieving at a lower level than children from less disadvantaged backgrounds.

In 2012-13 the government decided that eligibility for the pupil premium would be extended to pupils who have been eligible for free school meals at any point in the preceding 6 years.

The PPG per pupil for 2020 to 2021 is as follows:

<b>Disadvantaged pupils</b>	<b>Pupil premium per pupil</b>
Pupils in year groups reception to year 6 recorded as Ever 6 free school meals (FSM)	£1,345
Pupils in years 7 to 11 recorded as Ever 6 FSM	£955
Looked-after children (LAC) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority	£2,345
Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, or child arrangements order (previously known as a residence order)	£2,345
<b>Service children</b>	<b>Service premium per pupil</b>
Pupils in year groups reception to year 11 recorded as Ever 6 service child or in receipt of a child pension from the Ministry of Defence	£310

**For 2020-2021, our allocation is £30,615.**

### **This is for 25 children representing 11% of the school population (September 2020)**

This year has been severely disrupted by Covid. None of the extra-curricular activities and for PP children have been possible. However, throughout lockdown we targeted our most vulnerable children by ensuring that they were able to come into school and where this was not possible, our interventions were done by Zoom and support was given also by telephone calls and through the Seesaw App that we used for home learning.

Below is a summary of how we were able to support PP children within the confines of social distancing and Covid rules.

#### **CPD and Quality First Teaching**

We recognise that all children, including PP children, benefit most from quality first teaching which is challenging and has high expectations for success. We continued to provide this to our PP children even if they were learning from home. We ensured that we included videos or PowerPoints to explain difficult concepts and we sent home concrete materials to children that didn't have access to printers. These were hand delivered to families who couldn't collect them. We also gave children packs of reading books which parents could collect and our PTFA purchased a subscription to Oxford Owl so that families could access reading books online.

We contacted any families who weren't engaging in home learning to see what the barriers were and how we could support them with this.

#### **TA support for Curriculum and Cultural Capital**

In classes, TAs focused on developing curriculum related knowledge and vocabulary through the use of artefacts, images and books to support PP children.

#### **Visits, including Y4 Residential visit to Robinwood**

Due to Covid restrictions, visits and trips have not been possible. The Year 4 trip to Robinwood was cancelled. However, we had an activity day organised by an outside provider. There was a cost to parents for this and we funded PP children to take part too.

#### **Music Tuition and Extra-curricular activities**

These were not possible this year due to Covid restriction.

### **Intervention in Class and in Groups**

The vast majority of the PPG is spent in this area at Broadway East First School as we have found that in our experience it is the most effective way in which diminish the difference in attainment of this group and others groups of children in our school. Children who are working to close the gap in progress and/or attainment with their peers receive support from TAs in class or in small groups. Most of the PP group of are also in intervention groups for EAL, SEND or because their progress or attainment is causing concern. In the past three years it has been possible to employ an additional TA employed and the PPG for this year allows this provision to be maintained. This has been especially true this year due to Covid. TA support has enabled intensive support for phonics and early reading in particular.

### **Pastoral Support**

We use HLTA hours to provide well- being support to PP children. These children are identified by staff as needing additional 1 to 1 time to spend time doing activities such as gardening, reading and talking. This is to ensure that children have and emotionally available adult to talk to about any difficulties they may have. We used PP funding to be able to support children who were at home but had PP and SEN. The HLTA delivered Zoom sessions to provide speech and language interventions as well as providing pastoral support for children who were learning from home.

### **Priority Reader sessions**

Priority Reader sessions have been proven to be successful in improving the reading age of the PP children who worked with the TA in this role. Children are selected for this provision if they are not meeting expectation for their age group and reading skills are boosted by reading with the TA and spending time addressing their individual needs, e.g. fluency when reading, comprehension, inference, deduction. We are fortunate to be able to continue this effective provision this year when children were in school. Children who are identified read as often as possible with a TA in school and because of the extra TA hours, we have been able to ensure that every class has an adult who can do this.

Type of Support	Cost	Details of Support	Intended impact – what this will achieve if it is successful	Monitoring – how, when, by whom, evidence
Year 4 Activity Day with Mr H Camping	£320	Parental contributions from non-PP children are supplemented with PP funds to ensure the activities can go ahead as planned.	All children have the opportunity to participate in the activities on offer and no children are excluded because of cost.	
Interventions and support from Teaching Assistants	£21,689	<p>Small group and individual support across the school including small group phonics support, Speech and Language programs, maths intervention, fine and gross motor skill programs etc.</p> <p>Each class to have full time support from TA to ensure that staff didn't cross bubbles (KS2 2 TAs to 3 classes). PP children targeted for interventions. Only possible due to PP funding.</p> <p>Include cultural knowledge and vocab development with TA in KS1/2.</p>	Closing the gap in attainment between FSM and non FSM children.	Children are making at least expected progress and where there is a gap between their attainment and that of their peers, the gap is closing.
<p>HLTA support for interventions at home for children with PP and SEN.</p> <p>Pastoral support from HLTA for PP who are home learning and in school.</p>	£8606	<p>1 to 1 support to deliver programmes from Support Plans or EHCPs for children with SEN and PP. This is done on Zoom or telephone calls.</p> <p>1 to 1 time in school for pastoral support and to support with reading, spelling and maths</p>	Closing the gap in attainment between FSM and non FSM children. Also closing the gap between children with SEN and PP with non-SEN PP.	Children are making at least expected progress and where there is a gap between their attainment and that of their peers, the gap is closing.
<b>SUB TOTAL</b>	<b>£30,615</b>			

## **How do we Measure Impact**

To measure the impact of the PP spend, we track children's progress carefully, looking at their progress towards their own targets (based on their individual starting points) and their performance in relation to national expectation. We do this through data, analysing written work, talking to pupils, talking to parents and observing pupils in lessons. We also evaluate pupils' attitudes and confidence through talking to pupils, their teachers and their parents/carers.

We look to see value for money in terms of what we have spent and how much impact it has had.

We measure impact termly and at the end of the year we review all data and information available so that we can plan future expenditure and priorities. This is an ongoing process in school. In the summer term, we will review all expenditure and agree priorities for the children and the PPG for the year ahead. Our Assistant Headteacher/SENCO, Headteacher, link governor and Deputy Headteacher take part in this annual review, the next will be June 2021.