

Pupil Premium Strategy Report 2020-2021

Summary Information					
Academic Year	2020-21	Total PP Budget	£83 840	Date of most recent PP review	October 2020
Total Number of pupils	462 +62 Nur	Number/% of pupils eligible for PP	69 / 14.9%	Internal reviews	Termly
Pupil Premium Category	FSM Ever 6	Service Personnel	Post Looked After	Looked After	
	52	8	5	4	

Standard	Attainment 2019/20 *Predicted due to Covid			
	PP at Prior's Mill	Non PP at Prior's Mill	National – other pupils	National – all pupils
End of KS2				
Reading % at or above expected	88%	87%	NA	NA
Writing % at or above expected	82%	79%	NA	NA
Maths % at or above expected	94%	96%	NA	NA
Reading % at higher level	NA	NA	NA	NA
Writing % at higher level	NA	NA	NA	NA
Maths % at higher level	NA	NA	NA	NA
RWM Combined % at or above expected	NA	NA	NA	NA
Reading progress	NA	NA	NA	NA
Writing progress	NA	NA	NA	NA
Maths progress	NA	NA	NA	NA
End of KS1				
Reading % at or above expected	79%	87%	NA	NA
Writing % at or above expected	75%	84%	NA	NA
Maths % at or above expected	83%	92%	NA	NA
Reading % at higher level	NA	NA	NA	NA
Writing % at higher level	NA	NA	NA	NA
Maths % at higher level	NA	NA	NA	NA
Phonics Year 1 % achieved the check	NA	NA	NA	NA
EYFS GLD	NA	NA	NA	NA

Barriers to future attainment for PP pupils	Desired Outcome
Individual gaps in learning mean that in some cohorts over 50% of our children do not reach age related expectations in reading, writing and maths.	Ensure high quality and personalised teaching continues to improve standards in order to further diminish the gap between pupil premium and non-pupil premium pupils.
Approximately 40% of pupil premium children have attendance which is below the national average of 96% and of this group nearly 20% are below 90%. Regular absence and/or poor punctuality reduce opportunity for quality learning and intervention and therefore has a negative impact on progress.	Pupil premium attendance is in line with national expectations so that pupils can maximise their progress and attainment through consistent attendance at school.
Some children have limited wider life experiences and/or opportunities outside their school environment. This can impede their social development, emotional well-being, resilience and engagement with learning opportunities.	Ensure that children are offered a range of quality opportunities and activities to support their personal development, resilience and engagement with the wider curriculum.

PLANNED EXPENDITURE 2020-21						
Quality Teaching for All Children (supporting training and continuous development to improve the quality of all teaching)						
Desired Outcome	Action/Approach	Evidence and Rationale	How will we ensure this is implemented well?	Cost	Staff Lead	Review of Impact
<p>Ensure high quality and personalised teaching continues to improve standards in order to further diminish the gap between pupil premium and non-pupil premium pupils.</p>	<p>Quality CPD is carefully matched to meet the needs of pupils and staff development.</p>	<p>Sutton Trust found that, 'The effects of high- quality teaching is especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers.</p>	<p>Audit and review of Phonics CPD for staff; Review of resources and revised approach to strengthen consistency;</p>	<p>£700</p>	<p>R Mazzey</p>	<p>All EYFS and KS1 staff accessed training. This has led to increased consistency across both phases however there are still inconsistencies. This process will be further enhanced during the next academic year due to the secondment to school of a phonics lead. Internal data shows 69/83 (83.1%) Y1 children passed the PSC this year.</p>

			CPD for new PP Lead via EIS programme;	£300	C Richards	Training has helped new lead to understand processes and legal requirements. This has led to update of statement to ensure it matches our school context. Other documents and monitoring tools have been created ready for roll out next year to enable smooth transition to next school year.
			Mental Health training for all staff;	Free	K Dalkin/C Rigg	Staff are more aware of signs to monitor / look out for if children are suffering any mental health issues.
	<p>Targeted teaching to address gaps and barriers through:</p> <ul style="list-style-type: none"> • TA support and interventions in each class • Additional teacher 0.6 			<p>10% of TA costs = £49K</p> <p>£29 933</p>		<p>Additional teacher</p> <p>Y3 and Y5 pupils have received targeted intervention but also smaller adult ratio in main class.</p> <p>Y5 - In Aut, 7 out of 11 pp had combined, this was still the case in Summer. Interventions only started in Summer Term. 16 out of 18 chd improved their baseline scores after the sessions. Progress has been made – this needs to continue next year to improve combined levels.</p>

						Y3 - In Aut, 2 out of 7 pp had combined, by end of Summer this was 4 out of 7.
--	--	--	--	--	--	--

Age Related Outcomes – Combined Reading, Writing & Maths

Year	All	Pupil Premium	Non Pupil Premium
Y1	52.2% 36/69	10% 1/10	59.3% 35/59
Y2	67.7% 44/65	42.9% 3/7	70.7% 41/58
Y3	74.6% 47/63	57.1% 4/7	76.8% 43/56
Y4	67.6% 50/74	30% 3/10	73.4% 47/64
Y5	59.1% 39/66	46.2% 6/13	62.3% 33/53
Y6	77.8% 49/63	46.2% 6/13	86% 43/50

Age related attainment is lower in each year group for pupil premium pupils compared to non-pupil premium pupils – key priority to address 2021-22.

<p>Pupil premium attendance is in line with national expectations so that pupils can maximise their progress and attainment through being in school.</p>	<p>Minimum 6 days EWO support annually</p> <p>CPD for Admin Attendance Lead</p> <ul style="list-style-type: none"> EWO LA Attendance Networks 	<p>Addressing any attendance concerns is key step to improving progress and attainment. Pupils must be in school to access learning.</p>	<p>External EWO employed by school to deliver high quality attendance support and intervention;</p> <p>Daily register checks and follow up to 1st day absence; escalation through policy to ensure improvements made;</p>	<p>£4k</p>	<p>EducationFive</p> <p>A Green</p>	<p>EWO monitors attendance alongside admin staff. EWO engages with families whose attendance is below expected levels.</p> <p>Autumn term overall PP attendance was 93.3%. Non PP was 97.6%</p> <p>Summer Term overall PP attendance was 95.1%. Non PP was 96.4%</p> <p>Therefore, the impact of EWO has been to bring attendance of PP up by 1.8% and closer to non PP figures.</p>
---	---	--	--	------------	-------------------------------------	--

						Impact of EWO on persistent absenteeism. Of the 16 PP children who were 90% or below at end of Autumn term, 14 have improved attendance. However, 12 still had an attendance less than 97% in summer term so improvements need to continue to be made.
Ensure children have access to specialist staff and in school provision to support emotional wellbeing and mental health	<p>Counselling Service provided to children as required;</p> <p>Additional TA support deployed to support children exhibiting SEMH difficulties; 1:1 activities to develop emotional resilience</p>	Public Health England 'Promoting Children and Young People's Emotional Health and Wellbeing' report states 'It is widely recognised that a child's emotional health and well-being influences their cognitive development and learning as well as their physical and social health and their mental wellbeing in adulthood.	<p>ABC therapist 1 day a week;</p> <p>Thrive license (TA costs within targeted support)</p>	<p>50% of costs = £4200</p> <p>£1400</p>	<p>K Dalkin</p> <p>K Dalkin/C Richards/H Malbon</p>	<p>23 pupils have accessed services and have gone through a process.</p> <p>TAs who have had the Thrive training have been placed with PP children who have SMEH needs.</p>
Allocation						£83 840
Spend						£88 600