

# Pupil Premium Grant Plan 2020-21

## DfE Guidance on Pupil Premium Funding

The Pupil Premium was introduced in April 2011. Schools can make decisions about how to spend the Pupil Premium funding to ensure that there is a narrowing of the attainment gap.

### The Pupil Premium provides funding for pupils:

- pupils who qualify for free school meals, or have done at any time in the past six years (£1345 per child)
- pupils who have a parent serving in the armed forces (£310 per child)
- pupils who are in the care of, or provided with accommodation by an English local authority (LA) (looked after children LAC) (£2345 per child)
- pupils who were looked after by an English or Welsh local authority before being adopted, or who left care on a special guardianship order or child arrangements order (Post LAC) (£2345 per child)

Schools are held accountable for the spending of these monies, and performance tables will capture the achievement of disadvantaged students covered by the Pupil Premium.

## Funds Available

Data as of October Census- pupils on roll

### Number of pupils and pupil premium grant (PPG) received 2019/20

Total number of pupils on roll	483 (420 rec – Year 6)
Percentage of pupils eligible for PPG	22%
Total amount of PPG received 2019/20	£161,520.00
Early Years Pupil Premium	£2194.20
LAC/PLAC Pupil Premium – linked to PEP's	15 children

### Number of pupils and pupil premium grant (PPG) received 2020/21

Total number of pupils on roll	480 (420 rec – Year 6)
Percentage of pupils eligible for PPG (Sept)	21%
Total amount of PPG received 2020/21	£155,225.00
Early Years Pupil Premium	£1701.30
LAC/PLAC Pupil Premium – linked to PEP's	16 children
Percentage of SEND Pupil Premium children	34%
Percentage of EAL Pupil Premium children	10%

## Impact Analysis

**Not available to due COVID**

<b>Progress KS2</b>	<b>Dis ( %)</b>	<b>Non ( %)</b>
Reading		
Writing		
Maths		

<b>Attainment KS2 % ARE</b>	<b>Dis ( %)</b>	<b>Non ( %)</b>
Reading		
Writing		
Maths		
RWM		

<b>Attainment KS1 5 ARE</b>	<b>Dis ( %)</b>	<b>Non ( %)</b>
Reading		
Writing		
Maths		
Phonics check (Y1)		

<b>Attainment EYFS % GLD</b>	<b>Dis ( %)</b>	<b>Non ( %)</b>

This document outlines the proposed spend of the Pupil Premium 2020/21.

### **The key objectives:**

The school's strategy for the 2020/21 year aims to address the following barriers to educational achievement among its pupils eligible for pupil premium.

- Mental health and wellbeing
- Attainment gap
- SEND basic skills
- Parental engagement
- High ability attainment

Spending is reviewed at regular intervals for each objective to ensure it is in line with our expectations and the proposed plan has been left Pupil premium target outcomes are set and data is tracked and analysed termly as part of pupil progress monitoring cycle.

**Evidence supported by Education Endowment Trust EET**

<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit>

<b>Barrier 1. Mental Health and Wellbeing</b>	
<b>Key Objective 1.</b>	
Systematically improve the mental health and wellbeing of pupils, staff and families	
<p><b>Action</b></p> <ul style="list-style-type: none"> <li>• Wellbeing offer</li> <li>• Commando Joe’s</li> <li>• Additional Forest School intervention</li> <li>• Lego Therapy</li> <li>• ELSA trained TA’s</li> <li>• Zones of regulation trained staff</li> <li>• Staff trained in social stories, social skills and social communication</li> <li>• Pastoral manager supporting and signposting families</li> <li>• Social and emotional groups with TA’s</li> <li>• Sports coaches</li> <li>• Boxing</li> </ul> <p><b>Total cost:</b></p> <p>Pastoral manager 0.4FTE £16, 100</p> <p>Forest school interventions £9631</p>	<p><b>Rationale</b></p> <p>To provide a range of support for all pupils to ensure participation and enjoyment both within school and the wider community.</p> <p>To support those with additional needs to ensure the children are ready to access learning to their maximum capability. Priority given to attachment and emotional wellbeing.</p> <p>Interventions seek to improve pupil’s interaction with others and self-management of emotions rather than focusing directly on the academic or cognitive elements of learning. This leads to a greater engagement in learning and social relationships in school.</p> <p>Many of the above activities involve collaborative learning experiences with a high level of physical and often emotional challenge. Practical problem solving and explicit reflection and discussion of thinking and emotion. All these aspects have a positive effect on outcomes</p> <p><b>Education Endowment Foundation EEF:</b></p> <ul style="list-style-type: none"> <li>• Social and emotional learning +4 months</li> <li>• Behaviour interventions +3 months</li> <li>• Outdoor adventure learning +4 months</li> </ul>

TA interventions £13, 500	
<p><b>Success Criteria:</b></p> <p>Classrooms represent the culture and ethos of a school that prioritises mental health and wellbeing.</p> <p>School is calm and orderly, with staff communicating proactively/ consistently the behaviour expectations and supporting pupils who are not regulated.</p> <p>The school culture encourages an understanding and openness about mental health and wellbeing.</p> <p>Pupils are ready to embrace challenges and have the knowledge and skills to make informed decisions about the wellbeing, health and relationships.</p> <p>The school is a vibrant place to be, where individualism, culture and tolerance is embraced and celebrated.</p> <p>Families are well supported by school and signposted to other agencies.</p> <p>Progress meetings and pupil leadership meetings show greater engagement in learning and social relationships in school.</p>	
<p><b>Staff :</b> Pastoral manager, HLTA, Forest School staff, TA's, SEND team, Commando Joe's and sports coaches.</p>	
<p><b>Monitoring and Evaluation:</b></p> <p>Termly SEND and pastoral meetings to monitor and evaluate pupil progress, wellbeing and school attendance.</p> <p>Termly progress meetings to show greater engagement in learning and social relationships in school.</p> <p>Mental health and wellbeing on weekly phase meeting and SLT's agenda to monitor, track, review and support MH and W.</p> <p>Half termly Child on a page reviews to monitor, track, review and support MH and W</p>	
<p><b>Review:</b></p> <p>There is clear evidence in classrooms of the culture and ethos of a school that prioritises mental health and wellbeing. All classes have zen zones and areas where children can go and find strategies to help them understand and regulate their emotions during lockdown our online classrooms provided a mindful activity daily for all year groups.</p> <p>School is calm and orderly, with staff communicating proactively/ consistently the behaviour expectations and supporting pupils who are not regulated.</p>	

As a school we have worked hard to ensure that the school culture encourages an understanding and openness about mental health and wellbeing. This is regularly discussed in all year groups and amongst staff.

Interventions in place such as Commando Joe and Forest school ensure children are increasingly ready to embrace challenges and have the knowledge and skills to make informed decisions about the wellbeing, health and relationships. During lockdown those in school continued to access all these interventions whilst those at home were given mindful and outdoor activities online.

The school is and strives constantly to be a vibrant place to be, where individualism, culture and tolerance is embraced and celebrated.

Families are well supported by school and signposted to other agencies. This has been extremely important during lockdown, families have been in regular contact with teachers, and where needed the pastoral team.

We have communicated with parents clearly and promptly, offering discussion and support throughout the many changes we have seen this year. Our links with families have been maintained and strengthened through this regular communication.

Progress meetings have taken place between lockdown ensuring all children have been considered carefully both from an attainment and well-being perspective. Concerns have been highlighted and acted upon.

Pupil leadership meetings show greater engagement in learning and social relationships in school. Due to current restrictions these have had to take place via zoom and google classroom.

Through the IT questionnaire and responses we have been able to ensure all children have been able to access the online classroom, loaning out laptops where necessary, this has allowed us to engage with pupils and reduce their isolation aiding their mental health.

<p><b><u>Barrier 2. Attainment gap</u></b></p> <ul style="list-style-type: none"> <li>• <b>Basic Skills</b></li> <li>• <b>COVID response</b></li> </ul>	
<p><b><u>Key Objective 2.</u></b></p> <p>To raise attainment and progress in basic skills for all Pupil Premium children</p>	
<p><b><u>Action</u></b></p> <ul style="list-style-type: none"> <li>• Accelerated reader</li> <li>• Myon</li> <li>• Phonics bug</li> <li>• Rapid phonics</li> <li>• Rapid reading</li> </ul>	<p><b><u>Rationale</u></b></p> <ul style="list-style-type: none"> <li>• Access to accelerated reader and Myon will provide targeted reading both in and outside school.</li> <li>• Phonics Bug and Rapid Phonics to target phonics effectively. This is to use at school and home,</li> </ul>

- UQT year 6 boosting
- Additional staff 10,10,10
- EAL interventions

supporting parents to assist children in their reading development. Teachers can monitor children's use and progress through the Active Learn portal.

- The effective deployment of classroom staff is critical in ensuring that every child reaches their full potential. Clarity of teacher & TA roles.
- Involvement from TA's in lesson planning.
- Addressing and targeting barriers to learning for specific individuals.
- Experienced HTLA's and UQT supporting specific individuals in small groups and individually.
- Provision of individual packs for targeted learning based on regular testing.
- Groups removed for interventions leaving smaller class sizes.
- There is consistent evidence in a number of studies that EAL vocabulary interventions particularly oral language, comprehension and reading are effective and have a great impact.

**Education Endowment Foundation EEF:**

- Feedback +8 months
- Reading comprehension strategies +6 months
- Collaborative learning +5 months
- One to one tuition +5 months
- Small group tuition +4 months
- Mastery learning +5 months
- Oral language interventions +5 months
- Phonics +4 months

**Total cost:**

Accelerated reader

MyON

Phonic bug

Rapid phonics

UQT £7,053

TA's £11,078

**Success Criteria:**

Pupils can talk about their individual next steps.

Teachers lead the pupil progress process and can effectively target pupils and groups to make accelerated progress

Planning is targeted with clear support and challenge

Pupils are appropriately challenged and supported to make accelerated progress from their individual starting points

Pupils make accelerated progress from their assessed starting points in reading, writing, SPAG and mathematics.

**Staff :**

Class teachers, UQT, HLTA, TA's, Subject leads

**Monitoring and Evaluation**

Regular progress and attainment monitoring.

Regular pupil progress meetings

'Testing the system' monitoring and evaluation strategy

**Review**

Pupils can talk about their individual next steps, as they receive regular feedback from staff, through close marking, marking grids and verbal feedback. This has continued through lockdown with children submitting work online with feedback given.

Teachers lead the pupil progress process and can effectively target pupils and groups to make accelerated progress. As mentioned, pupil progress meetings were able to take place between lockdowns, these were teacher led with PP lead present. All aspects of every child were comprehensively discussed and actions taken where needed, with the adjustment and addition of interventions.

As expected planning is targeted with clear support and challenge. This has continued during lockdown with work set online clearly differentiated with bespoke tasks where needed.

As mentioned above this targeted support and challenge in person and online means pupils are appropriately challenged and supported to make accelerated progress from their individual starting points.

Pupils progress from their assessed starting points in reading, writing, SPAG and mathematics, has been clearly affected by the pandemic, we are committed supporting and challenging all pupils to reach their potential. To this end we will be continuing our 10 10 10 targeted approach to deliver more small group targeting of basic skills. We are also putting emphasis on reading and phonics with small group interventions and additional reading time set aside in class.

Whilst many have been learning from home reading has been targeted online through MYON with staff monitoring the time spent reading and setting reading activities and challenges.

Rapid phonics interventions have taken place online and will continue in school from 8<sup>th</sup> March, these are targeting reading with bespoke small group interventions following a detailed baselining.

We were able to ensure online access for these pupils through IT questionnaires which led to the loaning out of laptops where needed. Children were also provided with CGP books for maths and English and targeted paper packs.

### **Barrier 3. SEND basic skills attainment gap**

#### **Key Objective 3.**

To raise attainment and progress in basic skills for all SEND Pupil Premium children.

#### **Action**

- TA's interventions
- Therapeutic Forest School
- SALT
- Educational Psychologist
- Lego therapy
- EAL interventions

#### **Rationale**

- Interventions matched to specific pupil needs are effective, particularly when delivered through 1:1 or small group support.
- Communication and language approaches are effective for developing young children's expressive vocabulary and early reading skills including spoken language skills. Furthermore phonics approaches have been consistently effective in supporting younger reader to master the basics of reading.
- There is consistent evidence in a number of studies that EAL vocabulary interventions particularly oral language, comprehension and reading are effective and have a great impact.

<p><b><u>Total cost:</u></b></p> <p>SEND assistant £9177</p> <p>TA interventions £11,078</p> <p>SALT</p> <p>Educational psychologist £2,940</p>	<p><b>Education Endowment Foundation EEF:</b></p> <ul style="list-style-type: none"> <li>• Feedback +8 months</li> <li>• Reading comprehension strategies +6 months</li> <li>• Collaborative learning +5 months</li> <li>• One to one tuition +5 months</li> <li>• Small group tuition +4 months</li> <li>• Mastery learning +5 months</li> <li>• Oral language interventions +5 months</li> <li>• Phonics +4 months</li> </ul>
<p><b>Success Criteria:</b></p> <p>SEND pupils make good progress from their starting points and against their personalised targets</p>	
<p><b>Staff :</b></p> <p>TA's, Forest School team, SALT and Educational Psychologist, SEND team</p>	
<p><b>Monitoring and Evaluation</b></p> <p>Half termly SEND and pupil welfare meetings to monitor and evaluate pupil progress, wellbeing and school attendance.</p> <p>Regular updates of child on a page and EHCP with all staff involved with the child.</p>	
<p><b>Review</b></p> <p>As a school we have worked hard to ensure that as many SEND children as possible were invited back into school during the pandemic. Pupil progress meetings ensured that all aspects of their school life and progress have been discussed.</p>	

While this year has been extremely disjointed with lockdowns, our SEND pupils have had their progress clearly monitored and assessed and their work has been clearly targeted from their starting points and against their personalised targets.

Reading has been targeted online and in class through MYON with staff monitoring the time spent reading and setting reading activities and challenges.

Rapid phonics interventions have taken place online and will continue in school from 8<sup>th</sup> March, these are targeting reading with bespoke small group interventions following a detailed baselining.

#### **Barrier 4. Parental Engagement**

##### **Key Objective 4.**

To increase parental engagement in all aspect of school.

##### **Action**

- Parent education classes
- Coffee mornings (POST COVID)
- Remote and home learning resources
- Cultural celebrations
- EWO and pastoral team
- EAL lead and SLA with Stockport Ethnic and Diversity Service
- Big word interpretation service
- Early excellence
- Google classroom

##### **Total cost:**

EWO

Pastoral manager 0.2FTE £8, 500

Remote and home learning resources

##### **Rationale**

- Parents better able to support children and gain access to employment themselves.
- Increased community links.
- Clarity around expectations of home learning and how this is accessed.
- Support accessing learning platforms at home – Active Learn and MyOn
- Two recent meta-analyses from the USA suggested that increasing parental engagement in primary and secondary schools had on average a two to three months impact. There is some evidence that supporting parents with their first child will have benefits for siblings. Parents own aspirations also appear important for pupil outcomes raising their children’s aspirations and achievement over the long term.

##### **Education Endowment Foundation EEF:**

- Parental engagement +3 months

<p><b>Success Criteria:</b></p> <p>Effective communication is in place between school and home, with increased parental participation.</p> <p>Pupil premium attendance is at or above the national average</p>	
<p><b>Staff :</b></p> <p>PP lead, pastoral manager, EWO, Stockport ethnic and diversity services,</p>	
<p><b>Monitoring and Evaluation</b></p> <p>Parent feedback, parent voice questionnaires</p> <p>Parent attendance</p> <p>PP attendance data</p>	
<p><b>Review</b></p> <p>During this difficult year we have done our best to provide effective communication between school and home, with increased parental participation where possible. Although we have not been able to invite parents in there is a regular staff presence at all entrances and exits to school. We have sent home regular communications via parent mail updating parents every step of the way. Our google classrooms have provided clear appropriately differentiated work for parents to support their child whilst working from home with video and stories read and produced by staff ensuring pupil's personalised links with their teaching staff.</p> <p>Pupil premium attendance whilst we have been in 'normal' school situation has been targeted. There have been many PP children invited into school during lockdown.</p>	

**Barrier 5. High Ability Attainment**

**Key Objective 4.**

To raise attainment and progress in basic skills for all high ability Pupil Premium children.

**Action**

- Accelerated reader
- Myon
- UQT year 6 boosting
- TA small group boosting
- Additional staff 10,10,10
- 11+ sessions

**Rationale**

- Access to accelerated reader and Myon will provide targeted reading both in and outside school challenging HA pupils.
- Phonics Bug and Rapid Phonics to target phonics effectively progressing children and challenging them. Ensuring parents know where their child is and how to assist with progression at home for a blended learning approach.
- The effective deployment of classroom staff is critical in ensuring that every child reaches their full potential. Clarity of teacher & TA roles.
- Involvement from TA's in lesson planning.
- Addressing and targeting barriers to learning for specific individuals.
- Experienced HTLA's and UQT supporting specific individuals in small groups and individually.
- Provision of individual packs for targeted learning based on regular testing. These should challenge children and support them in the attainment of their potential.
- Groups removed for interventions leaving smaller class sizes enabling teachers to target learning.
- There is consistent evidence in a number of studies that EAL vocabulary interventions particularly oral language, comprehension and reading are effective and have a great impact. These will enable HA EAL children to attain their potential.

**Education Endowment Foundation EEF:**

- Feedback +8 months
- Reading comprehension strategies +6 months
- Collaborative learning +5 months
- One to one tuition +5 months
- Small group tuition +4 months

<p><b><u>Total cost:</u></b></p> <p>Class teachers £8578</p> <p>UQT £7053</p> <p>TA's £11,078</p> <p>PP lead £9578</p>	<ul style="list-style-type: none"> <li>• Mastery learning +5 months</li> <li>• Oral language interventions +5 months</li> </ul>
<p><b>Success Criteria:</b></p> <p>Increase in Pupil premium pupils achieving greater depth in maths, writing and reading</p>	
<p><b>Staff:</b></p> <p>Class teachers, TA's, UQT, PP lead</p>	
<p><b>Monitoring and Evaluation</b></p> <p>Regular progress and attainment monitoring in pupil progress meetings.</p>	
<p><b>Review</b></p> <p>In order to ensure an increase in Pupil premium pupils achieving greater depth in maths, writing and reading pupils have been targeted during pupil progress and given differentiated challenging activities. During lockdown we have ensured work on the google classroom is differentiated and pupils are given feedback on all work submitted.</p> <p>Returning in March we will be targeting these pupils in our 10 10 10 activities, small group interventions, alongside 11+ sessions for year 5.</p> <p>Whilst many have been learning from home reading has been targeted online through MYON with staff monitoring the time spent reading and setting reading activities and challenges.</p> <p>We were able to ensure online access for these pupils through IT questionnaires which led to the loaning out of laptops where needed. Children were also provided with CGP books for maths and English and targeted paper packs which included 11+ reasoning for year 5.</p>	