

# Pupil Premium Report

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Research shows that children from low income families perform less well at school than their peers, facing challenges such as poor language and communication skills, lack of confidence and issues with attendance and punctuality.

The **Pupil Premium** is an allocation of money that is given to schools each year to support us in raising the achievement level of Pupil Premium children and to narrow the gap between them and their peers. It is intended to specifically assist children who have been identified as being disadvantaged through economic hardship and who fall into at least one of the following groups:

- They are currently eligible for free school meals (FSM)
- They have been eligible within the last six years for free school meals (FFSM)
- They have been identified as a Looked after Child (LAC) and are in the care of the Local Authority
- They have been identified as a Previously Looked After Child (PLAC) so have left Local Authority care through adoption, a special guardianship order or a child arrangements order.

## Service Premium

We also receive a premium for students with a parent currently serving in HM Forces or who has retired on a pension from the Ministry of Defence. This money is specified to help with the pastoral support of these children.

Schools are able to spend the money as they believe is most appropriate to assist the groups of children and individual pupils in their care. 'Good teaching is the most important lever to improve outcomes for disadvantaged pupils' (The EEF Guide to the Pupil Premium, Education Endowment Foundation, 2019). However, for some children, who have additional barriers to learning, a more personalised program of support is required. It is understood that schools are best-placed to identify the provision which will best support the students within their care, where different strategies might be more effective than others.

In reviewing and writing our Pupil Premium strategy, we take into consideration:

- Our own professional knowledge and understanding of the individual children
- Advice from outside agencies
- Findings and recommendations from recent research, including those from the Education Endowment Foundation.

We are accountable for planning how we will spend the additional funding. It is crucial that we also review the impact of any strategies or measure put in place for these groups of children. Our aim is to help them all to achieve well and become the best that they can be.

If you would like further information, then please visit: <https://www.gov.uk/government/publications/pupil-premium/pupil-premium>

### Summary Information:

<b>Date of most recent pupil premium review:</b>	18.12.2020		<b>2020/21</b>	<b>2020/19</b>
<b>Date of next pupil premium review:</b>	01.03.2020	<b>Total pupil premium budget:</b>	£54,695	£51,360
<b>Total number of pupils:</b>	420	<b>Amount of pupil premium received per child:</b>	23 x £1345 (FSM/FFSM)	23 x £1320 (FSM/FFSM)
<b>Number of pupils eligible for pupil premium:</b>	34		10 x £2345 (PLACs/SGOs)	9 x £2300 (PLACs/SGOs)
			1 x £310 (SC)	1 x £300 (SC)

### Strategy Statement:

<b>Overall Aims</b>	<b>Core Approaches</b>
To ensure that disadvantaged pupils have equal access to the curriculum.	Access to: Play Therapy, ELSA, Nurture group, swimming lessons, school uniform, PE kit, and equipment
To ensure that disadvantaged pupils have equal access to curriculum enrichment.	Funding for opportunities to learn a musical instrument, to participate in cycling proficiency lessons, to attend the full range of school visits and to access a range of after school activities.
To give our Pupil Premium children and their peers the opportunity to benefit from high quality learning beyond the classroom, enhancing their cultural capital.	Small focussed groups through our Forest School provision providing shared experiences outdoors, developing strong social relationships and building knowledge of the wider world.
To reduce the attainment gap between the school's disadvantaged pupils and others.	Intervention, increased adult support in lessons and regular 1:1 reading opportunities.
<b>2019 - 2020 Strengths</b>	<b>Thing to consider...</b>
Play Therapy – 1 child has demonstrated sustained improvement in his emotional well-being and resilience and no longer requires provision.	29.4% of our PP children also have an identified SEND.
The Boxall Profile improved for 2 children, showing that they were ready to leave our nurture provision.	58.8% of our PP children are also FSM.
Overall, 77% of children in receipt of PP attended an after school club. During the Autumn term, 59% of PP children attended. This compares to: 67% of children who are not eligible for PP funding. During the Spring term, 63% of PP children attended. This compares to: 42% of children for are not eligible for PP funding.	29.4% of our PP children are either PLAC or under SGO.
44% of children in receipt of PP are learning to play a musical instrument. This compares to: 58% of children who are not eligible for PP funding.	PSED implications are so enormous that restorative interventions are required for a significant length of time before progress is evident.
56% of PP children in Years 2-5 are active members of the school choir. This compares to: 38% of children who are not eligible for PP funding.	
Our KS1 Forest School programme continues to thrive and a member of school staff has undertaken the official qualification so that we can sustain and increase this provision on a long-term basis.	

## Barriers to Learning:

Academic Barriers	Additional Barriers
<p>A high number of our PP children also have an identified SEND:</p> <ul style="list-style-type: none"> <li>➤ 3 children diagnosed ASD (+1 pending diagnosis)</li> <li>➤ 3 children with EHCP (+1 pending application).</li> </ul>	<p>A number of our PP children have experienced previous trauma in their early life and some are experiencing attachment difficulties. This is having a long term impact on their attendance, relationships, self-esteem and ability to access the curriculum.</p>
<p>7 of our PP children have an identified cognition and learning need and require overlearning.</p> <p>These children are working below age-related expectations (ARE) in knowledge of spelling patterns, comprehension skills, and use of vocabulary which impacts on their progress in reading and writing.</p>	<p>A number of our PP children have been identified as being at risk and Children's Social Care have been involved to support these families.</p>
<p>8 of our PP children have an identified Speech and Language need:</p> <ul style="list-style-type: none"> <li>➤ 4 of which are currently on the SALT register.</li> </ul>	<p>Home learning opportunities are missed in some cases due to environment, capacity and/or time.</p>
	<p>21 of our PP children live in a single parent home. Some of whom have contact arrangements with the non-residing parent which can impact on attendance, consistency and economic well-being.</p>

## Planned Expenditure for current academic year 2020 - 2021:

Desired Outcome: To reduce the attainment gap between the school's disadvantaged pupils and others					
Action/Approach	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff Lead	Review Date	Cost
1:1 Provision for a PP child in Year 3	To support a PP child with SEND needs to access the curriculum at their level and to access routine and consistency.	<ul style="list-style-type: none"> <li>➤ Experienced TA to support identified child</li> <li>➤ Close liaison with external agencies</li> </ul>	Alison Malone	01.03.2020	£6,000 (FT Post, 20 weeks)
1:1 Provision for a child in Year 1	The needs of this pupil are very high and demand a lot of adult support, taking the class teacher and TA away from other children, including our PP children.	<ul style="list-style-type: none"> <li>➤ Appoint a 1:1 for 20 hours/week</li> <li>➤ Protect class TA time for PP children support</li> </ul>	Liz Wogan	01.03.2020	£7000
Catch-Up Intervention	There is a strong evidence base showing the impact that high quality intervention can have on the outcomes of struggling students (EEF).	<ul style="list-style-type: none"> <li>➤ Clear targets identified by the class teacher</li> <li>➤ Focus is on specific gaps in learning or skills</li> <li>➤ Appoint a qualified teacher to the role</li> <li>➤ Careful planning to ensure that intervention feeds into class work</li> <li>➤ Use of pupil conferencing</li> <li>➤ Close monitoring of books and data</li> </ul>	Liz Wogan	01.03.2020	£4,400
NESSY Subscription for SEND PP children	Nessy programs are designed to help students of all abilities learn to read, write,	<ul style="list-style-type: none"> <li>➤ Focus is on specific gaps in learning</li> <li>➤ Intervention feeds back into class work</li> </ul>	Alison Malone	01.03.2020	£200

	spell and type, especially those who learn differently, including: Students with dyslexia.	➤ Close monitoring of books and data			
Specialist Literacy Teacher to support SEND PP children	Evidence indicates that one to one tuition can be effective, on average accelerating learning by approximately five additional months' progress (EEF)	<ul style="list-style-type: none"> <li>➤ Focus is on specific gaps in learning</li> <li>➤ Appoint a specialist teacher to the role</li> <li>➤ Intervention feeds back into class work</li> <li>➤ Close monitoring of books and data</li> </ul>	Liz Wogan	01.03.2020	£4,400
<b>Sub Total:</b>					<b>£22,000</b>

**Desired Outcome:** Ensure that disadvantaged pupils have equal access to the curriculum

Action/Approach	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff Lead	Review Date	Cost
Uniform and Equipment	Supporting our families to provide uniform and equipment for their children will reduce socioeconomic disparities, and encourage children to focus on their studies rather than their clothes or belongings	<ul style="list-style-type: none"> <li>➤ AME to write to all parents at the beginning of the academic year to notify them that they are able to access this additional funding</li> <li>➤ All staff know that this funding is available so that we can identify and offer further support on a needs basis throughout the academic year</li> </ul>	Alison Malone Colette Preston	01.03.2020	£500
Swimming Lessons	We believe that there should be equal opportunity in accessing the National Curriculum.	<ul style="list-style-type: none"> <li>➤ All PP children in Year 2 and 4 will receive funding to attend swimming lessons</li> <li>➤ Number of PP children attending the lessons will be closely monitored ensuring that there are no other barriers to PP children attending</li> <li>➤ Any children who fail to meet the standard of the National Curriculum will continue to access swimming lessons through the Sport's Premium</li> </ul>	Sam Lane	01.03.2020	£255
Play Therapy	Emotional well-being and communication, which present as barriers to learning, are areas that we seek to address to improve outcomes for identified children.	<ul style="list-style-type: none"> <li>➤ Experienced Play therapist contracted to work with identified children</li> <li>➤ Play Therapist to regularly feedback to class teacher</li> <li>➤ Identified strategies to be shared and implemented.</li> </ul>	Chris Barrington	01.03.2020	£3,600
ELSA/Pastoral Support	Emotional well-being and communication, which present as barriers to learning, are areas that we seek to address to improve outcomes for identified children	<ul style="list-style-type: none"> <li>➤ Member of staff is a fully trained ELSA</li> <li>➤ ELSA to regularly feedback to class teacher and SENDCo</li> <li>➤ ELSA to regularly feedback to parents/carers.</li> </ul>	Rachael Sargent Chris Barrington	01.03.2020	£2310

		➤ Identified strategies to be shared and implemented in both the school and home setting			
Breakfast Club	To meet physiological needs ensuring that children can achieve their full learning potential.	➤ Invite targeted children to Breakfast club to ensure that they have eaten a meal before the start of the school day.	Alison Lafferty	01.03.20	£600
<b>Sub Total:</b>					<b>£7265</b>

**Desired Outcome:** Ensure that disadvantaged pupils have equal access to curriculum enrichment

Action/Approach	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff Lead	Review Date	Cost
School Trips	We believe that there should be equal opportunity for enrichment activities such as school trips. The school trip will link directly to the year group's curriculum theme and increase engagement in learning.	<ul style="list-style-type: none"> <li>➤ All PP children will receive funding to attend school trips</li> <li>➤ Number of PP children attending will be closely monitored</li> <li>➤ The planning of trips will ensure that there are no other barriers to PP children attending</li> </ul>	Alison Lafferty	01.03.2020	£1,145
Peripatetic Lessons (Including Instrument and resources)	We believe that there should be equal opportunity for enrichment activities such as peripatetic lessons. Learning to play an instrument will provide opportunities to perform in different contexts and improve self-esteem and school engagement.	<ul style="list-style-type: none"> <li>➤ All PP children who wish to learn to play a musical instrument will receive funding to facilitate this</li> <li>➤ The attendance of these PP children will be closely monitored to ensure that there are no additional barriers.</li> </ul>	Lorraine Byles	01.03.2020	£4950 (15 x £330) + £500  = £5450
Cycling Proficiency	We believe that there should be equal opportunity for enrichment activities such as learning to safely ride a bicycle on the road.	<ul style="list-style-type: none"> <li>➤ All PP children who wish to access Cycling Proficiency will receive funding.</li> <li>➤ The attendance of these PP children will be closely monitored to ensure that there are no additional barriers.</li> </ul>	Sam Lane	01.03.2020	£130
After School Clubs	We believe that there should be equal opportunity for enrichment activities such as After School Clubs. Being a part of a club will provide opportunities to develop self-esteem, increase curriculum engagement and to build on and improve interpersonal skills.	<ul style="list-style-type: none"> <li>➤ All PP children who wish to access an After-School Club will receive funding</li> <li>➤ The attendance of these PP children will be closely monitored to ensure that there are no additional barriers.</li> </ul>	Sam Lane	01.03.2020	£4500
<b>Sub Total:</b>					<b>£11225</b>

**Desired Outcome:** Give our Pupil Premium children and their peers the opportunity to benefit from high quality learning beyond the classroom, enhancing their cultural capital

Action/Approach	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff Lead	Review Date	Cost
Forest Schools	Forest Schools is a unique way of building independence, self-esteem and a positive attitude towards learning in children.	<ul style="list-style-type: none"> <li>➤ Forest School Specialist to support member of school staff as he completes his Forest School qualification during the autumn term</li> <li>➤ Member of school staff trained to lead Forest School provision from January onwards</li> <li>➤ Release time for member of staff to lead Forest School without having a detrimental impact on the children in his classroom</li> </ul>	Dave Motte	01.03.2020	£7265
<b>Sub Total:</b>					<b>£7265</b>

**Other Approaches/Costs**

Action/Approach	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff Lead	Review Date	Cost
Admin and family support	<p>A number of our families need extra support to access and complete documentation</p> <p>Daily monitoring of the attendance of PP children</p>	<ul style="list-style-type: none"> <li>➤ On a need basis, support will be provided to families to complete documentation.</li> <li>➤ Allocated time during the working week directed towards PP paperwork</li> <li>➤ Attendance of PP children is monitored daily and barriers are monitored</li> </ul>	Alison Lafferty	01.03.2020	<b>£1,900</b>
Pastoral Support Worker	A number of our PP families need pastoral support in order to ensure the well-being of our PP children	<ul style="list-style-type: none"> <li>➤ PSW to liaise with families in response to dips in attendance</li> <li>➤ PSW to form strong relationships with vulnerable families in order to identify emerging needs and signpost parents/carers to appropriate services and agencies</li> <li>➤ PSW to establish and grow parent support groups within the school community, involving our most vulnerable families</li> </ul>	Chris Barrington	01.03.2020	<b>£5,000</b>
<b>Sub Total:</b>					<b>£6,900</b>
<b>Total Planned PP Expenditure 2020/2021:</b>					<b>£54,655</b>

## Review of Expenditure 2019 – 2020:

Desired Outcome: To reduce the attainment gap between the schools disadvantaged pupils and others				
Action/Approach	Impact	Evaluation	Staff Lead	Cost
1:1 Provision	<ul style="list-style-type: none"> <li>➤ Identified child is able to access a personalised curriculum</li> <li>➤ Identified child is able to follow a personalised daily routine</li> </ul>	<ul style="list-style-type: none"> <li>➤ Continue whilst undergoing an EHCP application.</li> </ul>	Alison Malone	£11,400
Catch-Up Intervention	<ul style="list-style-type: none"> <li>➤ Unable to happen as planned due to Covid-19 related school closure</li> </ul>	<ul style="list-style-type: none"> <li>➤ Roll over to next year to ensure support missed for identified Year 2 children, is implemented for them in Year 3.</li> <li>➤ Need to appoint PP tutor due to staffing changes and identified need to scale-up this provision across further year groups.</li> </ul>	Liz Wogan	£4,400

Desired Outcome: Ensure that disadvantaged pupils have equal access to the curriculum				
Action/Approach	Impact	Evaluation	Staff Lead	Cost
Uniform and Equipment	<ul style="list-style-type: none"> <li>➤ The families of 10 PP children accessed funding for uniform and equipment</li> </ul>	<ul style="list-style-type: none"> <li>➤ Continue next year</li> <li>➤ Write to parents to remind them that this support is available</li> <li>➤ Consider role of PTA in organising a used clothes/equipment swap</li> </ul>	Alison Malone	£1,020
Swimming Lessons	<ul style="list-style-type: none"> <li>➤ Unable to happen as planned due to Covid-19 restrictions</li> </ul>	<ul style="list-style-type: none"> <li>➤ Continue next year</li> <li>➤ Increase offer to Year 2 children to mirror changes in school PE curriculum</li> </ul>	Sam Lane	£255
Play Therapy	<ul style="list-style-type: none"> <li>➤ 1 PP child, who has accessed long term play therapy, has demonstrated increased PSED skills and is ready to end the sessions</li> </ul>	<ul style="list-style-type: none"> <li>➤ Continue for identified children</li> <li>➤ Consider supervision for members of staff supporting identified children</li> </ul>	Chris Barrington	£2400
ELSA Support and Nurture Group	<ul style="list-style-type: none"> <li>➤ All children have made progress against the criteria in the Boxall Profile</li> <li>➤ 2 children have met the criteria in the Boxall profile and have exited Nurture group.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Continue next year</li> <li>➤ Consider further training for the supporting TA</li> </ul>	Rachael Sargent	£2310
Breakfast Club	<ul style="list-style-type: none"> <li>➤ 14 PP children attended Breakfast Club</li> <li>➤ On a regular basis, 4 children ate their meal at breakfast club before the start of the school day.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Ensure this is on an individual basis, based on need</li> <li>➤ Explore more cost-effective alternatives</li> </ul>		£1300 allocated £800 spent £400 remaining

Desired Outcome: Ensure that disadvantaged pupils have equal access to curriculum enrichment				
Action/Approach	Impact	Evaluation	Staff Lead	Cost
School Trips	<ul style="list-style-type: none"> <li>➤ Whole school trip to the pantomime</li> <li>➤ Year 2 visit to Marwell Zoo</li> <li>➤ Year 3 visit to New Forest Wildlife Park</li> <li>➤ Year 4 visit to Fort Nelson</li> </ul>	<ul style="list-style-type: none"> <li>➤ All other school trips did not take place due to school closure and COVID-19 restriction.</li> <li>➤ Continue in the next academic year.</li> <li>➤ Utilise virtual visits.</li> </ul>	Alison Lafferty	£1145 allocated
				£810 spent
				£335 remaining
Peripatetic Lessons (Including Instrument and resource purchases)	<ul style="list-style-type: none"> <li>➤ 14 PP children accessed peripatetic lessons during the autumn and first half of the spring term</li> </ul>	<ul style="list-style-type: none"> <li>➤ Consider a remote learning model should schools close again</li> <li>➤ Increase allocated budget to reflect growing numbers on roll</li> </ul>	Lorraine Byles	£4500 allocated
				£2100 spent
				£2400 remaining
After School Clubs	<ul style="list-style-type: none"> <li>➤ Overall, 77% of children in receipt of PP attended an after school club.</li> <li>➤ The number of PP children attending an after school club increased in the Spring term</li> <li>➤ During the Summer term, after school clubs were unable to happen as planned due to Covid-19 restrictions</li> </ul>	<ul style="list-style-type: none"> <li>➤ Consider ASC model to facilitate access whilst maintaining bubble integrity</li> <li>➤ Increase allocated budget to reflect growing numbers on roll</li> </ul>	Sam Lane	£4500 allocated
				£3310 spent
				£1190 remaining

Desired Outcome: Give our Pupil Premium children and their peers the opportunity to benefit from high quality learning beyond the classroom, enhancing their cultural capital				
Action/Approach	Impact	Evaluation	Staff Lead	Cost
Forest Schools	<ul style="list-style-type: none"> <li>➤ Unable to happen as planned due to Covid-19 restrictions</li> </ul>	<ul style="list-style-type: none"> <li>➤ Continue in the next academic year</li> <li>➤ Newly qualified in-house member of staff to lead Forest School</li> <li>➤ Create opportunities for KS2 to access Forest School activities through the thematic curriculum</li> </ul>	Dave Motte	£10,000 allocated
				£7365 spent
				£2635 remaining
Admin and family support	<ul style="list-style-type: none"> <li>➤ 1 hour per week allocated to supporting our PP families</li> <li>➤ Support has been provided to help families complete paperwork</li> <li>➤ Attendance of PP children has been monitored daily and reported to the Pastoral Support Worker</li> </ul>	<ul style="list-style-type: none"> <li>➤ Continue next year</li> </ul>	Alison Lafferty	£1900



Pastoral Support Worker	<p>Our Pastoral Support Worker has supported the families of PP children by:</p> <ul style="list-style-type: none"> <li>➤ Monitoring attendance</li> <li>➤ Offering support to those who are struggling to implement routine and boundaries in the home</li> <li>➤ Signposting parents to parenting courses</li> <li>➤ Organising counselling for PP children who are suffering from anxieties</li> <li>➤ Organising foodbank vouchers on a needs basis</li> <li>➤ Hosting a support group for families of children who have a diagnosis of Autism</li> <li>➤ Arranging and contributing towards TAF meetings</li> <li>➤ Undertaken PACE training</li> </ul>	<ul style="list-style-type: none"> <li>➤ Continue next year</li> <li>➤ Grow parent support groups within the school community, involving our most vulnerable families</li> </ul>	Chris Barrington	<b>£5,000</b>
<b>Total Planned PP Expenditure 2019/2020:</b>				<b>£50,130</b>