***Tuffley Primary School***

***Pupil Premium Strategy 2020-2021***

***Rationale***

*The government introduced the Pupil Premium Grant in April 2011. This grant, which is additional to main school funding, is seen by the government as the best way to address the current inequalities for children eligible for free school meals (FSM), children looked after (CLA) and service children, by ensuring that funding to tackle disadvantage reaches the pupils who need it most. The Pupil Premium is allocated to schools and is clearly identifiable. Schools can decide how the Pupil Premium is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility?*

***2020-2021 Pupil Premium allocation***

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| Pupil Premium 2020/2021 | | | |
| Number of pupil eligible for PP  (Currently no service children or LAC) | Total | Main school | C&I Centre |
| 69 Nov 2020: 72 pupils | 66 | 6 |
| Amount per pupil | £1,345 | | |
| Total | £92, 805 £96840 | £84, 735 £88770 | £8070 |
| Date of last Pupil Premium review | September 2019 | | |

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| ***Summary of main barriers to learning for children eligible for Pupil Premium*** | | |
| ***In school barriers*** | | ***External barriers*** |
| Low attainment on entry to EYFS – below local and national | | Home support/Parental engagement (support with reading, homework, late into school, no breakfast, tired, etc). |
| Low attainment and progress throughout KS1 and KS2 | | Area of high deprivation (0.3 on school deprivation indicator) |
| High percentage of SEND children, including those with EHCPs. | | Housing issues i.e. massive overcrowding, poor quality accommodation |
| Low engagement/lack of resilience/self-esteem | | Exposure to Adverse Childhood Experience, i.e. broken family structures, trauma or mental health issues in the family |
| Children with emotional and behavioural barriers that may affect theirs and others ability to access learning. | | Safeguarding and welfare issues which may lead to multi-agency involvement |
| **The impact of the Covid-19 pandemic i.e. missing long periods of school, changes in family circumstances, pandemic related trauma, family bereavements** | | |
| ***Desired Outcomes*** | | |
| ***Desired outcomes and how they will be measured*** | ***Success Criteria*** | |
| Learning – Progress and Attainment  The gap between PP and non-PP pupils attainment will narrow rapidly, especially in reading and maths.  Higher rates of progress for SEND pupils. | Progress and attainment rises rapidly in line with or above the cohort average. | |
| Covid-19 – Catch-Up  Any gaps for PP that have been exacerbated by interruptions to learning due to the Covid-19 pandemic will narrow rapidly – children will ‘catch up’.  PP pupils will be able to access high quality remote learning in the event of a local or national lockdown. (Through catch-up premium) | Progress and attainment rises rapidly. Pupils are able to access the appropriate age-related learning by Summer 2021 in line with the cohort and DfE expectations.  All PP pupils will have access to the appropriate technology to ensure they are able to engage with the school remote learning offer. All PP will then engage with remote learning when required. (Use of catch-up premium) | |
| Mental Health  Targeted children with existing mental health needs or those that may have arisen during/been exacerbated by the Covid-19 pandemic are supported to return to school and develop strategies to help them manage their difficulties both in and out of school. | Progress is shown through the use of the Recovery Levers assessment trackers. Pupils will make progress in the relevant 5 areas: (Community, Space, Transparent Curriculum, Metacognition and Relationships) between September and December 2020.  Assessments undertaken before and after Therapeutic Interventions show pupils making progress in relation to individual targets.  Pupils with mental health needs feel supported in school, are able to access learning and have attendance of 95% or above.  Identified children will make progress that matches other pupils in their cohort. | |
| Attendance  Persistent absentees are supported to return to school and attend school on a regular basis. | Pupil attendance for Pupil Premium pupils (persistent absentees) will increase and be consistently 95% or above. | |
| Community  Support families to enable them to support their children’s learning and well-being. | Increased parental engagement. Increased parents/carer confidence.  Families have the resources they need in order for all pupils to feel included in all aspects of school life including educational visits, clubs etc.  Pupils in receipt of FSM will continue to receive food vouchers/hampers in the event of another local/national lockdown. | |

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| Desired Outcomes | Strategy | Owner | Milestones | Start Date | Review Date | Cost per pupil | Total cost | Staffing/ Grouping  /Frequency | Impact  (July 2021) |
| Mental Health  Targeted children with existing mental health needs or those that may have arisen during/been exacerbated by the Covid-19 pandemic are supported to return to school and develop strategies to help them manage their difficulties both in and out of school. | Play Therapy | Play therapist (Fran Webb)  SENCO/FWO | QCA /Recovery Levers assessments Sept, Dec, March, June.  SDQs completed before, during and after the intervention, along with mid-year and end of therapy reviews show progress. | Sept 2020 | Dec 2020  Fran Webb | £50 per session  12 - 24 sessions  £1200 maximum | £7200 | 6 key pupils  1:1 with play therapist  1 x weekly  45-60 minutes | 8 pupils accessed play therapy and all sessions completed despite lockdown.  4 of these pupils will continue having therapy sessions next year. 3 of these are LAC.  2 pupils have now left the school, one of which now attends specialist provision.There is limited evudence to show that these sessions are having a positive impact on the pupils outside of the sessions. This is due to all of the children having to deal with difficult circumstances in their home lives. |
| Infobuzz – Art Therapy/photography  1:1 counselling | Lois Norman  Simon Johnston  SENDO/FWO | Nov 2020 | Jan 2021 | Grant funded | Grant funded | Art – 1:4 1 x weekly  Photography – 1:4 1 x weekly  Counselling – 4 key pupils, 1:1 1 x weekly  8 weeks | Art and photography sessions completed.  Photography - Year 4 pupils showed greater levels of confidence during the sessions while interacting with each other and Simon. However, limited impact for 2 out 4 pupils outside of these sessions.  Art – Year 5 sessions. Pupil’s showed greater involvement in their learning following these sessions, although peer on peer relationships continue to be an area of development for these 4 pupils.  Counselling – final reports for the 4 pupils were not received, however, there was noticable improvement in all 4 pupils mental health and wellbeing, noted by the class teachers and the follow up sessions for 2 out of the 4 children supported them in their transition to secondary school. |
| Pastoral interventions run by (training) ELSA TA and Early Help TA to be delivered for targeted pupils. | Ingrid Tanner  Kirsty King  SENCO  FWO | Nov 2020 | Jan 2021  Kirsty King  Ingrid Tanner | Around £15 per session per pupil at least 8 sessions (1/2 termly) | EHTA annual salary = £23, 369  ELSA TA salary (3 afternoons per week) = £4263 | Up to 20 pupils throughout the year | ELSA was due to start Jan 2021, however, this didn’t happen due to Lockdown  Due to strict bubbles, one TA from each class delivered pastoral interventions both in school and virtually for children identified through QCA assessments. These sessions continued within the class bubbles once all the pupils returned to school. |
| Desired Outcomes | Strategy | Owner | Milestones | Start Date | Review Date | Cost per pupil | Total cost | Staffing/ Grouping  /Frequency | Impact |
| Learning  The gap between PP and non-PP pupils attainment will narrow rapidly in reading and maths.  Any gaps for PP that have been exacerbated by interruptions to learning due to the Covid-19 pandemic will narrow rapidly – children will ‘catch up’.  Higher rates of progress will be made for SEND pupils. | Phonics Interventions (additional small group and 1:1 support) | Reading Lead and SENCO | Phonics assessments will show more pupils reading the expected standard in the Year 1 phonics check or on track to reach this. | Sept 2020 | Regular reviews every 6 weeks – Gemma Harris |  | £56473 | 20 pupils Years 1 – 3  Daily phonics 2 x group sessions and daily 10 minute 1:1 sessions | All vulnerable (SEN and 38 PP children) were offered a place at school during the lockdown from Jan to 8th March 2021.  New online seesaw platform purchased and utilised during this period.  Laptops were loaned to any disadvantaged children in order to allow them to access home learning.  Phonics development days 9.9.21 showed the following:  95% of Year 1 pupils expected to pass the phonics screening in June 2022 as a result of high quality phonics teaching in EYFS.  4 pupils have received 1:1 bespoke tutoring since returning to school after Lockdown.  83% of Year 2 pupils are currently on track to pass the phonics screening in Nov 2021.  Fast-track tutoring is delivered for target children and could lead to a pass mark of 92% |
| Additional adult support in Year 6 class to provide reading and maths booster opportunities. | Year 6 Class Teacher | Year 6 assessments for maths and reading, including reading ages will show accelerated progress. | Nov 2020 | Jan 2021  Jo Knight |  | See year 6 timetable for targeted pupils | Additional TA support allowed RR to take place consistently for 3 target pupils. Pupils made the following progress in terms of Reading Age:  +17 months  +19 months  +6 months (high level of absence)  4 pupils identified as focus pupils in maths meetings (TJ, IF, LB, IS). 2 out of 4 pupils made good levels of progress and would have been on track to achieve ARE in KS2 SATS  Additional TA support allowed scoop groups to take place with the class teacher daily in maths meetings more readily |
| Rapid Reading Intervention programme | SENCO and class teachers | Assessments undertaken 3 x per year show accelerated progress is being made e.g. reading ages increase by 6 months in a 3 month period | Oct 2020 | Dec 2020/ March 2021/  June 2021  Heather McIlwaine |  | Rapid Reading 4 x weekly (1:3 or 1:4) with TA, 30 mins  Year 3 – 8 chn  Year 4 - 7 chn  Year 5 – 4 chn  Year 6 – 3 chn | RR has taken place for:  3 pupils year 6  4 pupils year 5  7 pupils year 4  8/11 chn are PP. All made progress. 7/8 made 14 months+ progress.  Average progress: 12.4 months (accelerated progress – above that expected)  Dancing bears – 1 pupil has made +18m progress with Reading Age doing both DB and RR in a bespoke intervention. |
| Dancing Bears Phonics intervention | SENCO and class teacher | As above | Sept 2020 | Dec 2020  Heather McIlwaine |  | 1 pupil, 4 x weekly, 15 mins 1:1 with TA |
| Mop Up Maths sessions in class  On Track Maths Intervention programme | SENCO and class teacher | As above | Sept 2020  Jan 2021 | 6 x yearly data drops  April 2021  Becky Carr |  | 69 pupils  Scooped at least 1 x weekly 1:1 or small group  Groups TBC |
| Dec 2020: Maths interventions not currently taking place. Scoop groups happening in daily maths meetings.  March 2021, due to strict bubbles, scoop groups continued to take place during daily maths meetings. |
| Desired Outcomes | Strategy | Owner | Milestones | Start Date | Review Date | Cost per pupil | Total cost | Staffing/ Grouping  /Frequency | Impact |
| Attendance  Persistent absentees are supported to return to school and attend school on a regular basis. | EHTA employed to monitor attendance and increase parental and pupil engagement.  Class Teachers to liaise closely with parents  Transport to be funded at the discretion of the HT/FWO e.g. bus tickets, taxis etc in an emergency. | EHTA/FWO  Class Teachers | Attendance will be at 95% or above by the end of the academic year for PP pupils | Sept 2020 | July 2021  Kirsty King  Nikki Duerden | N/A  TBC depending on need | £1950 (from EHTA salary – see above)  £500 | EHTA allocated time 1 hour per day on attendance | Whole school term 1 = 6 95.32%  Pupil premium (93 pupils) = 95.19%  Whole school 191 pupils |
| Community  Support families to enable them to support their children’s learning and well-being. | Money available for each year group to subsidise educational visits.  Money available to subsidise or provide specific resources to support pupil’s engagement in school e.g. uniform, breakfast when needed, access to breakfast club  Work with parents/carers to overcome home, safeguarding and welfare issues e.g. support at TAF meetings, home visits, refer to services, parenting courses etc. | FWO  Class Teachers | Key children will have access to resources they need, when they need them. | Sept 2020 | July 2020  SLT | TBC depending on need | £1000 |  | Pupil premium pupils from Year 6 had a subsidised trip to Croft Farm. Breakfast is still avaliable for children who report that they have not had breakfast or who are unsettled when they come into school in the morning. |