



Pupil Premium 2020-21



This page is left intentionally blank.



What is it?

The **pupil premium** is additional funding given to publicly funded schools in England to raise the attainment of pupils from disadvantaged families and close the gap between them and their peers. **Pupil premium** funding is available to both mainstream and non-mainstream schools, like special schools and **pupil** referral units.

The pupil premium is allocated to children who are looked after by the local authority, those who have been eligible for Free School Meals (FSM) at any point in the last six years (also known as Ever 6 FSM) and for children whose parents are currently serving in the armed forces.

From April 2020- April 2021 financial year, pupil premium funding will be:

- £1345 per pupil of primary school age.
- £310 per pupil who are children of service families.
- £2345 per pupil for looked after children who
 - have been looked after for 1 day or more
 - are adopted
 - leave care under a Special Guardianship Order or a Residence Order.

Sept 2020

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll	FT – 16 PT – 3 Total pupils (FTE) – 17.5
Total number of pupils eligible for PPG currently	FT – 11 PT – 1 Total pupils (FTE) – 11.5 FTE
Total amount of PPG received – financial year 20/21	£3,960



Barriers to Learning		
Barrier	Desired outcome	Success criteria
Low starting point for children, oral language skills are lower.	Pupils starting points match those of all peers.	Pupils make accelerated learning, reducing their gap in attainment.
Children unable to access a wider variety of learning experiences resulting from impoverished socio-economic circumstances.	Ensure disadvantaged children take full part in the school's curriculum including educational visits.	To support accelerated progress, Pupil Premium pupils access and play learning opportunities. To ensure pupils' social welfare is secure. Pupil Premium pupils attend school trips/visits.
Undiagnosed complex needs eg Speech and Language, ADHD, ASD etc.	Pupils start at the PRU with at least the process of investigation for their complex need having started.	Other agencies involvement is in place. Pupils complex need is investigated fully, diagnosis having been made (if applicable).
Due to impoverished socio-economic circumstances, the majority of PRU pupils need additional emotional and pastoral support to ensure they develop effectively both cognitively and academically.	Remove Barriers: Support and pastoral interventions to meet SEMH needs eg Beh Mentor interventions.	Children arrive at school on time and every day, with a good attitude and ready to learn. Children are safeguarded effectively. Fewer behaviour incidents take place.
Family: Unemployment Instability Complex sibling needs	Families have the correct agency in place to support their needs.	Parents have support to help them get into employment. Other agencies are in place to help support the needs of the family eg Early Help.

Below shows you how the Primary PRU has allocated the funding:

2020/21: £3,960 according to the figures from Oct census 2019. (We had very few pupils on roll Oct 2019 hence the low figure.)

- Educational visits
- Reward trips
- Reward prizes
- Swimming
- Behaviour mentor interventions linked to Boxall Profile
- Plus sports coaches x2 to encourage participation encouraging the development of team skills and stamina across centres.



- Alternative Provision (AP) activities

Below you will find a breakdown of how the funding is currently being allocated.

Pupil premium costing overview	£3,960
Transfers from other Schools	0
Total from wider school budget	£11,280
Total	£15,240
Behaviour Mentor sessions - Individual pupil needs are identified by staff teams, Behaviour Mentors then plan interventions to suit the needs. Boxall profiles are used heavily for this.	£1000
Breakfast - Preparation for learning	£1,210
Educational visits - To reinforce the learning taking place during lessons at the Primary PRU. - To give pupils first hand experiences to enhance their understanding. The majority the families of the pupils that attend the PRU would not be able to afford these experiences. - Enrich the curriculum/topics.	£1,315
Reward trips - Each group earns points towards a 'group reward'. The reward trips/experiences are activities these pupils may not ordinarily have the opportunity to take part in with their families and allows for the 'desired outcomes' on the Barriers to Learning list above therefore encouraging positive behaviours.	£235
Swimming - Each group access 30min swimming lesson every week	£1,830
Alternative Provision - To develop their skills in working cooperatively and as a group, develop listening skills, develop organisational skills & self-confidence. Measured by Magic 30 internal assessment and develops the Character Muscles (linked to resilience) that are targeted in lessons. - To develop Maths, English and Science skills. Measured by National Curriculum standards.	£9,500
Reward prizes - Spotteds/Smilies - Learning Stars - Half term Star Pupil - Behaviour Targets - These rewards serve as part of pupil incentives and help break down their barriers to learning.	£150
Total Pupil Premium Projected Spend	£15,240

Further monies will be used to:

- Update resources
- Extra AP costs eg transport
- Extra Behaviour Mentor sessions



- Learning interventions
- Apps for new Ipads on English/Maths
- Developing learning journals to enhance quality feedback to pupils.
- Fund extra reward trips

Academic year	2017-18	2018-19	2019-20	2020-21
			Full data not available due to COVID-19	
% of whole cohort making targeted or better progress in English reading	12/17 = 70%	5/5=100%	7/9 =78%	
% of whole cohort making targeted or better progress in English writing	11/17 = 65%	5/5=100%	6/9 = 67%	
% of whole cohort making expected or better progress in Maths number	9/17 = 53%	4/5=80%	7/9 = 78%	
Overall attendance figures	86.44%	92.87%	89.5%	

Case studies (from 2018-19 due to COVID-19 in 2019-20)

Pupil	Pupil Premium spend	How it was spent	Impact
A FT placement. Pupil has diagnosis of ADHD and has attachment issues related to past trauma	£1320	Breakfast Sensory breaks Swimming Alternative Provision activities	<ul style="list-style-type: none"> • Has made progress in: <ul style="list-style-type: none"> - Reading (he was working 1 year behind and is now working with age related expectations) - Writing - Maths - Science • His Boxall Profile analysis shows improvement in areas within both the Developmental Strands and the Diagnostic Profile from the Autumn to Spring assessment as follows: Developmental Strands show he has made steps forward in 'constructive participation', 'showing insightful involvement' and 'accommodating others'.



<p>resulting in anxiety.</p>		<p>Behaviour mentor sessions</p> <p>Educational visits</p> <p>Reward trips</p>	<p>Diagnostic Profile shows he has also made progress in being less 'self-negating', requiring less reassurance, developing a more secure 'sense of self' and showing more regard for others.</p> <ul style="list-style-type: none"> • His Behaviour records show an improvement in concentration skills, interacting with other children, accept adult instructions the first time, reviewing his learning and work more independently. • His CPOMs record shows an improvement in his behaviour at home, with a reduction in violence and aggression. • His attendance at mainstream school was 76%. He also attended an alternative provider for one day a week. Attendance has been consistently 100% since joining the PRU.
<p>B</p> <p>PT placement. Pupil has ASD traits and displays sensory avoidant behaviour.</p>	<p>£528 (amount calculated as pro-rata PT place)</p>	<p>Breakfast</p> <p>Sensory breaks</p> <p>Alternative Provision activities</p> <p>Behaviour mentor sessions</p> <p>Educational visits</p> <p>Reward trips</p>	<ul style="list-style-type: none"> • Has made progress in: <ul style="list-style-type: none"> - Reading - Writing - Maths - Science • His Boxall Profile analysis shows an improvement in the Development Strands. <p>Developmental Strands show vast improvements in 'constructive participation' and being 'emotionally secure' and good improvement in 'giving purposeful attention', 'being biddable and accepting constraints'.</p> <ul style="list-style-type: none"> • His behaviour records show an improvement in his ability in following instructions, listening to others, taking turns, sharing resources with peers, working well alongside with peers, accepting support from adults. • His attendance at mainstream at the point of referral was 74.7%. At Mar 19. His attendance at the PRU is 94.34%. • His behaviour and attitude towards learning, within his mainstream school, has improved to such an extent that he will be returning full time next term.



N Anderson / Z Omar-Davies Sept 2020