

## **Pupil Premium Report 2020 - 2021**

### **Principles**

- We ensure that teaching and learning opportunities meet the needs of all of our pupils.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- We are committed to reducing class sizes wherever possible thus improving opportunities for personalised learning and accelerating progress for all pupils and in particular vulnerable pupils.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.
- All our work funded through the pupil premium will be aimed at accelerating progress moving children to at least age-related expectations and ensuring access to a rich, broad and balanced curriculum.
- Pupil premium resources may also be used to target able children receiving the pupil premium grant to achieve end of year expectations, particularly at the end of key stages, thus further supporting their transition to the next phase in their education.
- The Governors of the school will publish information on how they have used their Pupil Premium Grant to address the issue of narrowing the achievement gap, for socially disadvantaged pupils.

### **Barriers Faced by Our Pupils**

- Many disadvantaged pupils at our school start their education at a lower level of achievement in Reading, Writing, Mathematics and oracy than other pupils. They have had less exposure to a wide vocabulary and less experience of number and familiarity with reading.
- Many of our disadvantaged pupils begin school with limited exposure to formal spoken English, having spoken a language other than English at home during their formative years.
- Due to a lower exposure to a wide vocabulary at home many of our pupils in receipt of PPG find reading comprehension challenging and perform less well than their peers.
- Many of our disadvantaged pupils live in cramped, busy households which limits their access to materials and experiences supportive of educational success. This affects pupil confidence and knowledge of the key basic skills such as times tables and spelling development.
- Some of the parents of our disadvantaged pupils lack the confidence to support their children with learning at home.
- Some of our pupils in receipt of the Pupil Premium Grant have low self-confidence and difficulty in regulating their emotions which acts as a barrier to their educational success.
- Some of our most able disadvantaged pupils do not have aspirational home backgrounds.
- Some of our disadvantaged pupils have limited opportunities for social, cultural or educational experiences beyond their immediate environment.

### **Deployment**

PPG is used to part fund key interventions for vulnerable children and priority is given to children eligible for PPG. Provision for our children who are looked after is subject to specific scrutiny and review as our most vulnerable group.



### **Southwold Primary School Impact Statement 2019 - 2020**

Due to COVID 19 end of year attainment for 2019 - 2020 is not available. The changes to educational provision caused by the COVID-19 pandemic resulted in the detail in this Pupil Premium strategy being subject to review from April 2020. Our use of the funding has been adapted to meet pupil need whilst maintaining, where possible, the principles outlined in this document.

During the partial closure, the following key steps were taken to ensure that barriers to learning continued to be a focus including vulnerable pupils attending school, ensuring accessibility to home learning resources and family support through twice weekly contact for those identified as highly vulnerable.

Data was collated at the point of partial closure in March 2020. Between the period of September 2019 and March 2020 data demonstrates that:

- In Years 2 to 6, disadvantaged pupils made significantly more than expected progress in reading, writing and maths. Progress was typically in line with that of all pupils (in-house data).
- Children receiving small group intervention make better than expected progress in literacy and maths (in school SEN data and KS2 pupil outcomes).
- Homework club and booster intervention (symphony, precision teaching, parent reading champions) for PPG pupils support good or better end of year outcomes (Intervention analysis).
- Therapeutic support sessions provided by Unlocking Potential have been accessed by disadvantaged pupils inclusive of play or art therapy, talk time sessions, occupational therapy and additional speech and language support.
- Families have benefit from advice and support through additional workshops and interventions organised by the Inclusion Team, resulting in better engagement with school. This is demonstrated by attendance at coffee mornings and school events such as significant males into school and curriculum fayres.
- A continued programme of investment in quality resources to facilitate teaching and support learning continues to enhance engagement. Additional funding has been invested to enhance the curriculum provision relevant to our context. Within this the investment in quality, first hand experiences e.g. residential trips, day trips, visitors and resources continues to be a priority and a high number of disadvantaged children access this provision.



## Southwold Primary School Planned Pupil Premium Expenditure 2020 - 2021

### Number of pupils and amount of Pupil Premium Grant Received

Total Number of Pupils on Roll	393
Total Number of Pupils eligible for PPG	119
Amount of PPG received per pupil	£1,345
Total PPG received	£160,055
CLA Pupils	£9,380
EYFS PPG	£1,813
Total Amount of PPG Received	<b>£171,248</b>

### Whole School Priorities

- To ensure that pupils leave Year 6 at a standard this will allow them to successfully access the KS3 curriculum.
- To ensure that most able pupils are challenged and reach a standard this will allow them to successfully access the next stage of the curriculum.
- Further develop oracy and knowledge of basic skills e.g. times tables, spellings.
- Engage parents and develop strong home school links to support learning and oracy.

### Aims

1. To ensure that children in receipt of the PPG achieve at least as well as all pupils nationally in the Year 1 Phonics Check and at the end of KS1 in Reading.
2. To ensure that children in receipt of the PPG achieve at least as well as all pupils nationally in the Year 4 Timestable Check and by the end of KS2 in Reading, Writing, Mathematics and GSP.
3. To ensure that the most able disadvantaged pupils are identified and achieve as well as other most able pupils nationally.
4. To ensure that the attendance of pupils in receipt of PPG is above 96%, with a further reduction in the % persistently absent.
5. To support the most vulnerable pupils in receipt of the PPG to achieve their full potential by ensuring access to in school therapeutic services and enrichment activities which develop social and emotional well-being.



## Southwold Primary School Indicative Use of Funding 2020-21\*

1. To ensure that children in receipt of the PPG achieve at least as well as all pupils nationally in the Year 1 Phonics Check and at the end of KS1 in Reading.				
	Total Cost of Intervention	Total Amount of PPG Spend	Review Timeframe	Impact Criteria
Launch Pad for Language in EYFS	£5,685	£5,685	July 2021	<ul style="list-style-type: none"><li>• Reading scores at end of EYFS for target pupils show good progress.</li><li>• Lexia reading report showing gains for individual pupils in programme.</li><li>• Phonics check data for disadvantaged pupils is above that of all pupils nationally.</li><li>• Reading scores for target pupils show accelerated progress and closing of gap to peers.</li></ul>
Lexia – reading programme	£693	£347		
Precision teaching	£12,875	£9,656		
Additional TA support for interventions	£13,726	£6,863		
Additional resourcing for and training for Phonics	£1,748	£1,748		
2. To ensure that children in receipt of the PPG achieve at least as well as all pupils nationally in the Year 4 Timestable Check and by the end of KS2 in Reading, Writing, Mathematics and GSP.				
DHT small group support	£13,568	£13,568	July 2021	<ul style="list-style-type: none"><li>• % of pupils reaching expected standard in comparison to other pupils nationally.</li><li>• Achievement of disadvantaged pupils across school in comparison to all pupils nationally.</li><li>• Progress of identified disadvantaged pupils reaching the higher standard because of intervention.</li><li>• Timestable check data for disadvantaged pupils is above that of all pupils nationally.</li></ul>
Breakfast club booster (timestable focus)	£396	£396		
Booster classes (Year 6 pupils only)	£3,800	£3,800		
Easter school (Year 6 pupils only)	£3,000	£1,800		
Homework club for pupils in receipt of PPG	£1,824	£1,824		
Symphony – maths programme	£1,998	£1,998		
Mathletics and Rock Stars home learning access (across the school)	£2,112	£2,112		
Additional TA support for interventions	£13,726	£6,863		
Lexia – reading programme	£693	£347		
Precision teaching	£12,875	£9,656		

3. To ensure that the most able disadvantaged pupils are identified and achieve as well as other most able pupils nationally.				
AHT release to undertake coaching, mentoring and planning support across Year 2 and Year 6.	£14,892	£14,892	July 2021	<ul style="list-style-type: none"><li>Data collection points in December and June show progress in disadvantaged pupils attaining the higher standard.</li><li>Year 2 and Year 6 meetings demonstrate progress for key pupils through gap analysis.</li></ul>
Enrichment opportunities (university visits etc.)	£500	£500		
HLTA supporting most able disadvantaged in YR 6	£36,069	£10,821		
More able booster groups in Year 2 and Year 6 (Spring and Summer Term)	£3,800	£3,800		
4. To ensure that the attendance of pupils in receipt of PPG is above 96%, with a further reduction in the % persistently absent.				
Additional time from School Attendance Officer	£6,650	£6,650	July 2021	<ul style="list-style-type: none"><li>Reduction in persistent absence for PPG group.</li><li>Attendance data analysis at half-termly meetings shows figures for disadvantaged pupils above 96%.</li></ul>
Additional time from the Inclusion Lead/Learning Mentor to track and monitor lates, (including home visits) and support vulnerable children	£12,624	£12,624		
5. To support the most vulnerable pupils in receipt of the PPG to achieve their full potential by ensuring access to in school therapeutic services and enrichment activities which develop social and emotional well-being.				
SLT learning groups	£14,273	£14,273	July 2021	<ul style="list-style-type: none"><li>Good progress for target groups in R,W,M.</li><li>S&amp;L therapy reports indicate impact.</li><li>Therapy reports indicate impact.</li><li>Feedback reports from Unlocking Potential measuring intervention and impact.</li></ul>
Additional time from S&L therapist	£24,746	£12,373		
Subsidised peripatetic lessons	£13,102	£11,792	Termly	
Therapeutic and social development support from Unlocking Potential	£22,916	£22,916		
Breakfast Booster (Year 6 pupils)	£332	£332		
Subsidised residential visit (Kench Hill) for children in receipt of the pupil premium grant	£5,273	£2,637		
Learning mentor supporting for vulnerable children across EYFS, KS1 and KS2	£12,624	£12,624	Termly	
Total Expenditure	£256,521	£192,897	Overspend: £21,649	

\*This funding plan is based on indicative and planned strategic spend during the period 2020-21 but is subject to revision & change dependent on on-going need and changes to pupil cohorts.