

Pupil Premium Review Report 2020/2021

The Pupil Premium is additional funding given to publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers. This financial year, schools will receive the following funding for each child registered as eligible for free school meals at any point in the last 6 years:

- £1,345 for primary aged pupils
- £2,345 for each Looked After Child
- £2,345 for each child who has ceased to be looked after because of adoption, a special guardianship order, a child arrangements order or a residence order

The Government has decided that Head teachers and school leaders can decide how to use the Pupil Premium.

The school has in place an action plan detailing the key actions the school will take to accelerate the progress of children eligible for Pupil Premium. We, along with the Governing Body, monitor how we are spending the allocated funds to ensure they are having an impact on pupil's achievement both academically and socially.

1. School Information					
School	Nazeing Primary School				
Academic Year	20-21	Total PP Budget	£40 920	Date of most recent PP Review	July 20
Total on roll	274	Number of pupils eligible for PP	36	Date of next internal review of this strategy	July 21

The Progress Chart is not included as no official data was recorded in July 2020.

3. Desired outcomes for 2021		Success criteria
A.	Increase the numbers of pupils achieving the expected standard in Reading, Writing and Maths.	More than 65% achieve expected standard in Maths, Writing and Reading by the end of each Key Stage
B.	Increased attendance rates for pupils eligible for PP.	Reduce the number of persistent absentees among pupils eligible. Overall PP attendance improves to in line with 'other' pupils.

4. Planned Expenditure					
Academic Year	2020-21				
i Quality of teaching for all					
Desired outcome	Chosen action/ approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
More PP pupils meet national standards in English and Maths	Class teachers to ensure PP children are on the provision map and are well-supported in lessons by CT and LSA.	Evaluation of the provision maps shows that focus groups are successful.	Regular review of provision. Picture of progress meetings with pupils. Book scrutiny Pupil Progress Reviews	Headship Team	Half termly
PP children completing homework tasks to reinforce the learning taking place in class.	LSA to run a homework/study club after school once restrictions are lifted. SENCO to run individual sessions for children who may require support	Ensures homework tasks are completed with staff who are able to reinforce the learning taking place in the class.	Monitoring via learning observations and work samples. Feedback from Class Teachers on standard of homework.	HT	Monthly
Total budgeted cost					£2 000
<p>REVIEW:</p> <p>Children were targeted to attend following phone calls.</p> <p>End of summer term data was input onto Target Tracker, but due to COVID and the lockdowns would not be a true reflection of what the children are capable of.</p> <p>Homework club could not take place due to 'bubble' system, lockdowns and staff covering at other times during the day.</p>					
ii Targeted support					
Desired outcome	Chosen action/ approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
More PP pupils meet national standards in	Small group booster tuition	Focus to lead to 100% of PP children achieving the expected standard.	Picture of progress meetings with pupils to ensure they are hitting their targets for improvement.	Headship Team	Half termly

<p>Reading, Writing and Maths</p>	<p>Maths extension set in the spring/summer term.</p> <p>Year 2 booster groups set in the spring/summer term.</p> <p>Speaking & Listening groups in EYFS</p> <p>Investigate IT packages to support the children</p> <p>Additional Phonics Groups – Y1/2</p> <p>Additional staffing to target specific children</p>	<p>Targeted provision in Year 2 to ensure KS1 targets are met including those set for PP children.</p> <p>Encouraging independence through fun games and structured programmes to enhance learning outcomes.</p> <p>Support for writing and reading</p> <p>Focus on specific children to ensure targets are met</p>	<p>Pupil Progress Review meetings</p> <p>Monitoring of sessions and work samples</p> <p>All children will receive a log in and password and access will be monitored at school. Groups will also access the sites at school in small groups.</p> <p>Sessions timetabled and regular reviews with Literacy Lead</p> <p>Sessions timetabled and monitored through the Progress Reviews</p>		<p>June 2021 (following submission of data)</p> <p>Easter and then July following data submission.</p> <p>Ongoing</p> <p>June 2021</p>
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Total budgeted cost £37 000

REVIEW:

Additional Teaching time funded (4 days a week). Booster groups took place during school time in the summer term for targeted children in Years 1 to 6: focusing on gaps in learning due to the lockdown (phonics, Literacy and Maths). Groups had a 6-week block of support.

30 children targeted, including all Pupil Premium, in Year 6; 13 in Year 5; 22 in Year 4; 22 in Year 3; 9 in Year 2. We also targeted 10 children, who would now be in Year 7.

Additional Teacher time funded, Booster groups were held after school for 5 week blocks for children in Year 1; 2; 3/4; 5

When analysing the data, due to periods out of school, the data is not comparable. Data analysis tracked throughout year groups schooling and further analysis of internal data appears out of balance.

MyMaths used throughout the lockdown periods.

Numbots for years 1 and 2 to support number bonds before leading to times tables.

Evidence can be seen through: conversations with teachers and observations – the children’s mental health and wellbeing was catered for and they are more settled and ready to learn; books were monitored and show progress from returning from lockdown to the end of term and that has continued since being back in September 2021.

iii Other approaches					
Desired outcome	Chosen action/ approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved attendance rates for PP children	Attendance Improvement Meetings made for children at risk of falling below 90%	SBM meetings have a positive impact on PA rates. Doing these at an earlier stage will hopefully prevent pupils from becoming PA.	Weekly meetings with HT and school attendance officer to monitor attendance rates.	HT EWO Attendance Governor	Weekly
Improved EHWB for PP children	Subsidised trips and visits to motivate pupils about their learning Subsidised uniform and morning snacks Support for families signposted on the website.	PP children's attendance on trips and visits may be affected by cost. PP to feel the same as their peers	Feedback from trips and visits. Feedback from families	HT	July 2021
Total budgeted cost					£2 000
<p>REVIEW:</p> <p>During lockdown all children received welfare phone calls weekly. Google Classroom Meets were organised with the class teacher. Key Worker children attended school and other children were targeted to attend following phone calls.</p> <p>EHWB section was included on the weekly newsletter to families, as well as a section put on our website – where families can link in with services to support their children and family.</p> <p>On return to school, SENCO time allocated to checking in with specific children to ensure a successful transition back to school.</p> <p>Uniform purchased for 1 child.</p> <p>No trips or visits could happen due to COVID.</p>					

5. Barriers to future attainment for pupils eligible for PP

A.	SEND pupils may need other skills developed before focussing on age-related goals for reading, writing and mathematics.
B.	Not all parents accept offers for homework / study support
C.	PP children who are from the Traveller community may have lower rates of attendance due to their families travelling for work purposes
D.	Not all parents attend meetings at the school or via telephone and do not always drop off/ collect their children