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PAGET PRIMARY SCHOOL PUPIL PREMIUM STRATEGY 2020-2021

Financial Year 2020/2021 Total PPG	£238,065
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No of children on roll	392
% entitled to PPG	46%
No of LAC/Post LAC	5 (5 Post LAC) £7035

Our core aim is to:

- Raise the attainment and progress of pupils eligible for pupil premium funding so that the gap closes between their performance and that of their peers nationally
- Raise aspirations of pupils through the broadening of their experiences

Barriers to attainment are:

- Mobility, which reduces the impact of strategies.
- Low attainment on entry including language development
- Pupils limited access to a range of experiences and opportunities
- Attendance and punctuality
- Children's emotional well-being and resilience
- Parental engagement in children's learning
- Higher than national average % of children with SEND (23.5%)
- Higher than national average % of pupils for whom English is not the first language (25%)

Nur, Rec, Y1, Y2, Y3, Y4, Y5, Y6 - All Pupils (392 pupils)

Year Group	No. of Pupils	Boys	Girls	Pupil Premium	Free School Meals	Not White British *	1st language not English *	Special Educational	SEN Support	Statement	Education, Health and	No. of Looked after Children
Nur	23	7 (30.4%)	16 (69.6%)	8 (34.8%)	9 (39.1%)	14 (60.9%)	7 (30.4%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Rec	38	20 (52.6%)	18 (47.4%)	13 (34.2%)	13 (34.2%)	27 (71.1%)	10 (26.3%)	5 (13.2%)	5 (13.2%)	0 (0%)	0 (0%)	0 (0%)
Y1	44	23 (52.3%)	21 (47.7%)	22 (50.0%)	22 (50.0%)	26 (59.1%)	10 (22.7%)	9 (20.5%)	8 (18.2%)	0 (0%)	1 (2.3%)	0 (0%)
Y2	55	29 (52.7%)	26 (47.3%)	24 (43.6%)	24 (43.6%)	36 (65.5%)	14 (25.5%)	10 (18.2%)	9 (16.4%)	0 (0%)	1 (1.8%)	0 (0%)
Y3	59	35 (59.3%)	24 (40.7%)	28 (47.5%)	27 (45.8%)	30 (50.8%)	14 (23.7%)	16 (27.1%)	13 (22.0%)	0 (0%)	3 (5.1%)	1 (1.7%)
Y4	55	38 (69.1%)	17 (30.9%)	25 (45.5%)	25 (45.5%)	30 (54.5%)	13 (23.6%)	23 (41.8%)	16 (29.1%)	0 (0%)	7 (12.7%)	0 (0%)
Y5	58	35 (60.3%)	23 (39.7%)	30 (51.7%)	28 (48.3%)	37 (63.8%)	19 (32.8%)	17 (29.3%)	15 (25.9%)	0 (0%)	2 (3.4%)	0 (0%)
Y6	60	28 (46.7%)	32 (53.3%)	30 (50.0%)	28 (46.7%)	32 (53.3%)	11 (18.3%)	13 (21.7%)	11 (18.3%)	0 (0%)	2 (3.3%)	0 (0%)
All	392	215 (54.8%)	177 (45.2%)	180 (45.9%)	176 (44.9%)	232 (59.2%)	98 (25.0%)	93 (23.7%)	77 (19.6%)	0 (0%)	16 (4.1%)	1 (0.3%)

Our Pupil Premium Pledge – we will use Pupil Premium Grant to:

1. Raise standards in Reading, Writing and Maths
2. Enhance pupil' personal development
3. Broaden experiences and widen opportunities so that children enjoy all aspects of school life and learning
4. Ensure children receive early intervention
5. Strengthen parental engagement in children's learning
6. Improve attendance and punctuality

Key expenditure for 2020/21: How the allocation will be spent:

Area of Spend	Pledge Focus	Total Allocation
Forest Schools	Broaden experiences and widen opportunities so that children enjoy all aspects of school life and learning Raise standards in Reading, Writing, Maths/Number, speaking and listening	£7560
TA support in classrooms (% of each TA salary)	Raise standards in Reading, Writing, Phonics/Spelling and Maths	£71,100
Parental Engagement including Family Support Work and Pastoral Managers and 'Marvellous Me' app	Receive early intervention Strengthen parental engagement in children's learning	£71,400
Funding for school trips and residential visits	Broaden experiences and widen opportunities so that children enjoy all aspects of school life and learning Raise standards in Reading, Writing and Maths	£11,000
Funding for Breakfast club and fruit provision	Improve attendance and punctuality Enhance pupil well-being	£7,000
Resourcing Extra-Curricular Provision	Broaden experiences and widen opportunities so that children enjoy all aspects of school life and learning	£1,000
Funding for whole class Music tuition	Broaden experiences and widen opportunities so that children enjoy all aspects of school life and learning Raise standards in Reading, Writing and Maths	£10,118
Resources to support attendance & punctuality – Golden Twenty, mobile phone and Reward Trip	Improve attendance and punctuality	£4,000
External support agencies including Behaviour support	Enhance pupil well being Receive early intervention	£3,000
Additional class teacher to enable DHT to be non-class based for support and intervention	Raise standards in Reading, Writing and Maths	£36,496
Post LAC	Post LAC pupils, alongside their carers and families, are supported to ensure that children enjoy all aspects of school life and learning	£7035
Minibus	Enables trips, sports activities and competitions, Forest Schools, pastoral support of families and the community to take place	£6000
Meeting ongoing arising needs	Families receive early intervention & early help	£2356

Rationale and Impact

Area of Spend	Intended Outcomes – why these approaches were taken	Impact
Forest Schools	Improved language development for children in Year One and Reception Children will have concrete experiences to write about	
TA support in classrooms	To provide support within lessons to improve understanding of learning in Reading, Writing, Phonics/Spelling and Maths. 1:1 and small group interventions planned to cater for individual needs Consolidation of learning on classes – time for practice and application of these skills Pre-teaching to prepare pupils for future learning in order to build confidence, vocabulary and access to the curriculum Priority reading with TAs if pupils are not heard to read at home Raise attainment and accelerate progress Catch up for phonics and Maths	
Parental Engagement including Family Support Work, Pastoral Managers and Marvellous Me app	To provide a suitable environment, dedicated time and support to help build pupils' emotional development To improve the self-esteem, social skills and behavior of identified pupils leading to increased confidence and attainment in the classroom Increase pupil engagement and motivation Increase parental engagement in their own children's learning Provide support for pupils and parents with family issues that are having a detrimental effect on children Improve levels of attendance, including PA Families receive early help and intervention swiftly to minimize negative impact upon learning	
Funding for school trips, activities and residential visits	All pupils participate fully in educational visits and activities	

	<p>Learning is supported by educational visits that enhance the school curriculum</p> <p>Pupils personal qualities and physical development are developed through participation in group and outdoor/physical activities and overnight stays on residential</p> <p>Children's access a range of experiences and opportunities they would otherwise not get</p> <p>Children have something to write about and their vocabulary is widened</p>	
Funding for Breakfast club and fruit provision	<p>To promote good attendance and punctuality</p> <p>To support struggling families</p> <p>Enable children to be ready to learn</p>	
Resources for Extra Curricular Provision	<p>Increase levels of participation, engagement and motivation</p> <p>Children's Social skills are developed</p> <p>Children's emotional resilience and confidence are strengthened</p> <p>Talent and skills in non-core areas are celebrated</p> <p>Children become more physically active ultimately leading to increased learning capacity</p>	
Funding for Music tuition	<p>Social skills, resilience and confidence developed</p> <p>Children have access to skills and opportunities they would otherwise not experience</p>	
Resources to support attendance & punctuality	<p>To improve levels of attendance, including levels of PA</p> <p>Punctuality levels are improved</p>	
External support agencies including Behaviour support	<p>To support staff and develop their skillset in managing children with complex needs including SEMH</p> <p>To improve the self-esteem, social skills and behavior of identified pupils</p> <p>To provide appropriate support for children with complex needs so they can access learning in the classroom</p>	
Additional class teacher to enable DHT to be non-class based for support and intervention	<p>Improved learning outcomes in Reading, Writing, Phonics/Spelling and Maths</p> <p>Team Teaching and staff development where required to enhance quality of education</p>	
Post LAC	<p>Children have access to skills and opportunities they would otherwise not experience</p>	

	To improve the self-esteem, social skills and behaviour of identified pupils to increase confidence and attainment in the classroom	
Minibus	To enable trips, sports activities and competitions, Forest Schools, as well as pastoral support of families and the community to take place	
Arising Needs	Allow for additional funding linked to emergency situations should the need arise so that early help needs can be met swiftly and effectively	

ATTAINMENT AND PROGRESS Last published data
Narrowing the gap in pupil progress/attainment through the use of PPG 2018/19

KS2 OUTCOMES				
Subject	School Disadvantaged	School Non-Disadvantaged	School All Pupils	National All Pupils
Progress in Reading			0.5	0.03
Progress in Writing			-1.5	0.03
Progress in Maths			-0.3	0.03
KS2 OUTCOMES				
Subject	School Disadvantaged	School Non-Disadvantaged	School All Pupils	National All Pupils
% RWM Combined at ARE	43%	50%	47.5%	65% (higher 11%)
% ARE in Reading	60%	62.5%	61%	73%
% High Score in Reading	23%	29%	24%	27%
% ARE in Writing	60%	54%	61%	78%
% Greater Depth in Writing	3%	8%	5%	20%
% ARE in Maths	60%	79%	68%	79%
% High Score in Maths	17%	29%	19%	27%
% ARE in GPS	60%	75%	66%	78%
% High Score in GPS	20%	42%	29%	36%
KS1 OUTCOMES				
Subject	School Disadvantaged	School Non-Disadvantaged	School All Pupils	National All Pupils
% ARE in Reading	46%	58%	58%	75%
% Greater Depth in Reading	23%	35.5%	32%	25%
% ARE in Writing	35%	52%	47.5%	69%
% Greater Depth in Writing	4%	6.5%	7%	15%
% ARE in Maths	46%	64.5%	59%	76%
% Greater Depth in Maths	4%	23%	15%	22%
Year 1 Phonics Outcomes				
Subject	School Disadvantaged	School Non-Disadvantaged	School All Pupils	National All Pupils
% pass	54.5%	77%	66%	73%
EYFS Outcomes				
Subject	School Disadvantaged	School Non-Disadvantaged	School All Pupils	National All Pupils
% GLD	50%	62.5%	58%	72% (2018)