

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	£70,100
Parental Engagement including Family Support Work and Pastoral Managers and 'Marvellous Me' app	Receive early intervention Strengthen parental engagement in children's learning	£70,400
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	£9,500
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	£3,000
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
Bagels	Children are provided with a bagel every morning Spring and Summer 2021/Aut 2021	£3,744
CGP Books	Each child in Year 2 and Year 6 are given a set of CGP books to support their learning and revision at school and at home.	£1,860.15
Meeting ongoing arising needs	Families receive early intervention & early help	£1251.85

Rationale and Impact

Due to the impact of Covid19 restrictions and periods of lockdown, we have not been able to carry out all of the actions outlined in this strategy. This plan has worked in conjunction with the Catch Up Plan

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	This year, Forest Schools was accessed by more children as during lockdown periods, Nursery and Reception took part in the activities, as well as Year 1 in the Autumn term. This has been fully funded by the school. As many of the n and r sessions were joint, this enabled children to develop their language skills. The children completed some writing activities and had discussions about the sessions. The children became more confident in talking about their experiences as the year developed.
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	Due to the nature of the year, catch up and support activities have been of great importance. TAs and teachers, where possible, have been used to support within the classroom and to hold additional teaching sessions. RWI, First Class @ Number, reading, writing, Maths, spelling and Wellcomm sessions have taken place. This has been as small group work and 1:1. Daily reading sessions have taken place. Children who do not read at home have been targeted. We had a mixed response to online learning. Some children and parents were very responsive; however, this was not the case for all. We had approximately 100 pupils in school during the January to March lockdown period. These children were supported through targeted teaching for this period. The data shows that as a result of this, these children made good progress. During this year, the data shows that the children have made good progress in year. Reading has generally made the greatest progress and has the highest attainment. We have used the data, especially in writing and Maths, to determine which children are to be supported and the most suitable teaching and learning to take place. (See the data analysis for further details)
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	Paget way groups ran through the academic school year via face-to-face groups and via online learning when pupils were not able to return to school due to national lockdown. Paget Way evidence books in Safe and Sound box. Groups ran for -

	<p>To improve the self-esteem, social skills and behavior of identified pupils leading to increased confidence and attainment in the classroom</p> <p>Increase pupil engagement and motivation</p> <p>Increase parental engagement in their own children's learning</p> <p>Provide support for pupils and parents with family issues that are having a detrimental effect on children</p> <p>Improve levels of attendance, including PA</p> <p>Families receive early help and intervention swiftly to minimize negative impact upon learning</p>	<p>Year 5 & 6 Behaviour - x6 Pupils Year 5 & 6 Self Esteem – x9 Pupils Year 6 Friendships - x6 Pupils Year 4 Self Esteem – x7 Pupils Year 4 Behaviour – x2 Pupils Year 3 Self-esteem – x 7 Year 2 Behaviour/friendships– x 4 Year 2 Self-esteem – 4 Year 1 Confidence – x 6 Year 1 Turn taking – x 4</p> <p>Parental engagement with MME currently stands at 89%. During last academic years ideas of engaging families had to be changed and new creative ways of engaging both Pupils and families within school and outside school had to be created. Such opportunities included school-based challenges, KESSP challenges, twitter challenges, challenge a teacher, family engagement challenge (Steps to success), Let's see you campaign and topic related learning (recent snow brought about a family snowman competition). The Paget family continued to develop, and a real family feel is evident following this, twitter followers increased from 811 at the start of lockdown to currently 986.</p> <p>Attendance was monitored each week by Pastoral Managers and the system of attendance was maintained and meetings with parents took place as and when needed.</p> <p>Pastoral Managers/SLT were a visible presence on the gate and a stronger relationship between parents and families were maintained. Incidents/issues were dealt with as and when they occurred.</p> <p>School Family Support Worker has worked with a large number of families throughout the last academic year. The following calculations demonstrate the percentage of pupil premium pupils supported by FSW during the relevant term.</p> <ul style="list-style-type: none"> • Autumn 20 – 13 families 21 pupils in total. • PP families/pupils = 10 families – 18 pupils = 86%pp • Spring 21 – 14 families 24 pupils in total. • PP families/pupils = 10 families – 18 pupils = 75%pp • Summer 21 – 26 families 31 pupils in total • PP families/pupils =17 families – 22 pupils = 67%pp <p>Examples of Early Help referrals made range from Request for support forms to CASS to access community family support work, referrals to Early Years support – Forward Steps & parenting courses, Family Connect to access Erdington Early Help Team, Outreach Homeless support, Food</p>
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		<p>bank, Young carer's and positive activities (10 spaces accessed for Football Coaching in Summer all PP children.</p> <p>SFSW has supported or led on 11 Early Help Assessments this academic year. 9 of these have supported work with PP families. SFSW has supported a lunch time gardening club with a Year 5 bubble in which 4 of 10 pupils were PP.</p>
Funding for school trips, activities and residential visits	<p>All pupils participate fully in educational visits and activities Learning is supported by educational visits that enhance the school curriculum Pupils' personal qualities and physical development are developed through participation in group and outdoor/physical activities and overnight stays on residential Children's access a range of experiences and opportunities they would otherwise not get Children have something to write about and their vocabulary is widened</p>	<p>Due to the restrictions of covid, we have not been able to offer trips, activities and residential as we have in previous years. Where possible, classes have engaged in online learning activities. We have purchased more library books and online resources to enable the children to have access to a range of resources and enable them to have experiences to discuss and write about. The Year 2 residential took place with a sleep-over at school and a trip to a farm. Year 3 and Year 6 residential did not take place for 2020-2021. Where activities have taken place, they have been paid for or heavily supported by the school.</p>
Funding for Breakfast club and fruit provision	<p>To promote good attendance and punctuality To support struggling families Enable children to be ready to learn</p>	<p>Fruit has been provided daily for the children in N-Y2 and others have had access where possible. Breakfast club has not taken place due to covid restrictions. Where needed, families have been supported with food parcels (supported by school funds), before school time (when to support vulnerable) and supported walking to school.</p>
Resources for Extra Curricular Provision	<p>Increase levels of participation, engagement and motivation Children's Social skills are developed Children's emotional resilience and confidence are strengthened Talent and skills in non-core areas are celebrated Children become more physically active ultimately leading to increased learning capacity</p>	<p>The vehicle of sport and PE had to be significantly changed and new creative ways of engaging both Pupils and families within school and outside school created. Such opportunities included school-based challenges, KESSP challenges, twitter challenges, challenge a teacher, family engagement challenge (Steps to success), Let's see you campaign and topic related learning (recent snow brought about a family snowman competition). The Paget family continued to develop, and a real family feel is evident following this, twitter followers increased from 811 at the start of lockdown to currently 986.</p> <p>All Children within their bubble were offered x4 evenings of physical activity throughout their time in school, these ran after school to suit the needs of all children and included such activities as Multi-skills, Dodgeball, Athletics, Archery and Personal best nights. Statistics of participation are as follows:</p>

		<table border="1"> <thead> <tr> <th>No on roll</th> <th>%</th> <th>Numbers overall attending clubs</th> <th>% involved</th> <th>No of Boys</th> <th>%</th> <th>No of Girls</th> <th>%</th> <th>No of SEN</th> <th>%</th> <th>No of Pupil Premium</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>336</td> <td>100</td> <td>185</td> <td>55%</td> <td>105</td> <td>57%</td> <td>90</td> <td>59%</td> <td>36</td> <td>37%</td> <td>91</td> <td>58%</td> </tr> </tbody> </table>	No on roll	%	Numbers overall attending clubs	% involved	No of Boys	%	No of Girls	%	No of SEN	%	No of Pupil Premium	%	336	100	185	55%	105	57%	90	59%	36	37%	91	58%
No on roll	%	Numbers overall attending clubs	% involved	No of Boys	%	No of Girls	%	No of SEN	%	No of Pupil Premium	%															
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Funding for Music tuition	Social skills, resilience and confidence developed Children have access to skills and opportunities they would otherwise not experience	Music tuition has continued either online or through face-to-face sessions in school throughout the year. The whole class lessons and electives have taken place. The pupils have progressed extremely well this year and this has been noted by the external music teachers. This has been fully funded by the school.																								
Resources to support attendance & punctuality	To improve levels of attendance, including levels of PA Punctuality levels are improved	Current whole school = 95.11 Without reception/nursery - 94.68% Minutes late whole year – 34,832																								
External support agencies including Behaviour support	To support staff and develop their skillset in managing children with complex needs including SEMH To improve the self-esteem, social skills and behavior of identified pupils To provide appropriate support for children with complex needs so they can access learning in the classroom	<p>Paget way groups ran through the academic school year via face-to-face groups and via online learning when pupils were not able to return to school due to national lockdown. Paget Way evidence books in Safe and Sound box.</p> <p>Groups ran for -</p> <ul style="list-style-type: none"> Year 5 & 6 Behaviour - x6 Pupils Year 5 & 6 Self Esteem – x9 Pupils Year 6 Friendships - x6 Pupils Year 4 Self Esteem – x7 Pupils Year 4 Behaviour – x2 Pupils Year 3 Self-esteem – x 7 Year 2 Behaviour/friendships– x 4 Year 2 Self-esteem – 4 Year 1 Confidence – x 6 Year 1 Turn taking – x 4 																								

Additional class teacher to enable DHT to be non-class based for support and intervention	Improved learning outcomes in Reading, Writing, Phonics/Spelling and Maths Team Teaching and staff development where required to enhance quality of education	DHT has had teaching commitments throughout the year, to support with absence, cover for meetings and courses, PPA, enabling additional teaching groups and supporting teaching development. Being non-class based enables support to take place within classrooms and for teachers and TAs to work with the DHT or other members of staff. This has been vital to the development of our SLT in their new roles and the development of the teachers and the curriculum. Enabling additional teaching groups to take place has had a positive impact on learning and the data.
Post LAC	Children have access to skills and opportunities they would otherwise not experience To improve the self-esteem, social skills and behaviour of identified pupils to increase confidence and attainment in the classroom	4 children have accessed therapeutic intervention from outside agency ELEMENTS. This will be completed in September for 2 children. The other 2 children have left to another school. In addition to the interventions, the children have been given a range of learning support resources, such as books and workbooks, as well as a laptop or iPad.
Minibus	To enable trips, sports activities and competitions, Forest Schools, as well as pastoral support of families and the community to take place	We have used the minibus where possible this year due to covid.. Swimming has taken place out of lockdown periods. The minibus has been used for some school activities, such as sports events and Forest Schools. It has been used to enable the pastoral managers to support families in the collection of children or the delivery of resources, such as food parcels.
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	Due to the pandemic, there have been many restrictions in pace that have limited our activities and needs in school. There have been additional costs this year, such as home learning packs, extra resources for classrooms (pencils etc.) due to now sharing and cleaning products for classrooms. Families have been supported with food parcels where needed. This has been in addition to our meal costs.
Bagels	Children are provided with a bagel every morning to ensure that they have had something to eat. We have many families that give the children no breakfast or very little breakfast. Having a bagel enables them to be in a position to learn for longer.	The children have been given bagels daily throughout the year. This has been essential, especially as many families have struggled financially this year.
CGP Books	Year 2 and Year 6 provide all children with a copy of the CGP assessment and support materials to ensure that they can achieve as required within school and at home. Weekly tasks and revision pages are assigned by the teacher.	The books were purchased and distributed to the children. These are an essential aide to learning, especially when the children were in lockdown periods. The CGP books are used to support assessment, revision and teacher judgements.

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)