

PUPIL PREMIUM GRANT

Policy Statement and Budget

Additional funding has been provided to schools since April 2011. It is allocated to pupils from low income families who are eligible for free school meals and children who have been adopted from care. Pupil premium was extended in 2012-13 to pupils who have been eligible for FSM at any point in the last 6 years (known as Ever6). A smaller amount is also received by schools for children of service personnel. The category of FSM / CLA pupils has now been re-classified as 'disadvantaged'.

Provision at Salway Ash CE VA Primary School

We aim to provide holistic support for our pupils in receipt of Pupil Premium funding to ensure they can develop to their educational, personal and social potential whilst at Salway Ash.

When making decisions on how best to spend this money, the Headteacher and governors have considered the research available on the subject most specifically that from the Sutton Trust and the specific needs of our Pupil Premium children.

A Summary of the main barriers to educational achievement faced by the Pupil Premium children at our school:

- Lack of access to finances which would allow pupils to experience the full range of enrichment opportunities on offer.
- Lack of access to finances which would allow pupils to pursue particular strengths or interests.
- Poor Speech and language skills.
- Poor communication skills.
- Emotional problems and concerns.
- Time with an adult on a 1:1 basis in order to read or complete homework tasks or a suitable quiet place to work at home.
- Entering the school system with poor skills and/or poor physical and emotional development resulting in an academic 'gap' which has to be closed.
- Lack of aspiration and high expectations.
- Lack of self-confidence and self-esteem.
- Family 'personal' circumstances.
- Lockdown due to COVID-19
- Lack of internet connection at home
- Lack of electronic devices at home in order to complete remote home learning

The tables below show the amount of funding the school has received and how we intend to spend the funding this academic year in order to address these barriers.

Number of pupils and pupil premium grant (PPG) received 2019/20	
Total number of pupils on roll	112
Total number of pupils eligible for PPG	10
Total amount of PPG received	£13,200
Support planned - budget 2019/20	
<p>Children eligible for PPG will be allocated funding to enable them to access:</p> <ul style="list-style-type: none"> • Academic/curriculum support – (Teachers, support staff, training and IT) £7,500 <ul style="list-style-type: none"> ○ Intervention/Booster groups and 1:1 in KS2 (Additional teacher and TA time) ○ Pre teaching for pupils to gain knowledge and skills before class lessons. ○ Small group intervention and 1:1 support in EYFS and KS1 (additional teacher and TA time) ○ Additional TA hours within classes so that a flexible approach of timely intervention can be used by the class teacher ○ 1-2-1 Tuition for pupils who require specific catch-up. ○ Phonics and reading support ○ Enrichment activities in school ○ Resources to aid with homework and research for topic work. ○ Speech and language screening of pupils by speech and language specialist. ○ Speech and Language training and up dates for teacher and TA. ○ Curriculum swimming costs • Pastoral support - £600 <ul style="list-style-type: none"> ○ behaviour, attendance, ○ social / emotional support including ELSA programme ○ informal mentoring of pupils provided by TAs ○ ELSA support and on-going training costs (supervision), and 	

resources needed to provide these programmes

- Counselling sessions by qualified counsellor including continuing support at Beaminster secondary school.
- Clothing subsidy
- PE and sports clothes.
- Enrichment activities – £2300
 - Support for residential trips and school visits
 - Extra swimming opportunities (Bridport Leisure Centre)
 - Participation in clubs
 - Opportunities with visiting coaches/specialists (e.g. art, music, sport)
 - Music Tuition
- iPads to support home learning - £2300

Teaching resources and materials to support specific programmes where PP children are involved to improve academic and emotional development. This includes ICT materials £500

How we will measure the impact of the pupil premium spend in 2019-2020

- The progress of pupils in reading, writing and maths
- The percentage of pupils attaining the expected and higher level standards in reading, writing and maths.
- The increase of pupils participating in a range of enrichment activities and clubs.
- Whether there has been an increase in the confidence of pupils in order to volunteer for a high proportion of the opportunities on offer in school during and out of curriculum time.
- The increase of pupils representing the school on sports teams and in other school events.
- The percentage of pupils taking on leadership roles
- Attendance figures
- Reports from specialist teachers and out of school support agencies.
- SENSS reports
- Teacher reports
- Speech and language reports
- Music reports

Impact from Pupil Premium spend 2019-2020 (July 2020)

The National Lockdown in March 2020 had a large impact on the progress of all pupils not least those receiving the Pupil Premium Grant.

Vouchers were provided for all those on free school meals. The school was open throughout the lockdown for key worker and vulnerable children.

iPads were loaned to pupils who did not have devices to work on for remote learning. The school checked that all families had access to the internet. The government laptop scheme was taken advantage of and which provided three laptops for children in school.

Phone calls were made home to parents and pupils each week who were struggling to cope with home learning in order to give advice and encouragement.

In June the school also welcomed the return of pupils in Reception, year 1 and year 6. 77% of eligible pupils in these three year groups returned to school. All pupils in receipt of the Pupil Premium Grant returned.

Reading Progress before National lockdown:

80% of pupils made targeted progress or better

Writing progress before National lockdown:

80% of pupils made targeted progress or better

Maths progress before National lockdown:

90% of pupils made targeted progress or better

Individual case studies and progress data are available in school to see which strategies were particularly effective for each pupil.

Key strategies shown to have had a **positive** impact and **lessons learnt** over time include:

Research study on mastery in mathematics for staff, working with the Jurassic Maths Hub. Resulted in increased available strategies, use of resources and teaching skills to aid pupil's fluency in maths and their understanding of new concepts. Staff felt they had broadened their approach to teaching mathematics and increased the accessibility for all pupils.

Pre-teaching techniques in order to raise the credibility of targeted pupils in class and hence raise their self-esteem.

Provide an iPad or laptop to pupils who do not have access to a device at home in

order to complete homework and remote home learning during lockdown, self-isolation or bubble closure.

The use of texts/stories above the level that a pupil can read for themselves in order to allow them to show their true level of comprehension and to broaden vocabulary and encourage interest in a range of genre.

Accelerated Reader - pupil's reading comprehension level, amount of time spent reading for enjoyment and levels of self-confidence have notably increased (case studies). Very positive impact.

121 and small group work with qualified teachers to quickly tackle identified gaps and misunderstandings in learning. Also to run 'catch up' sessions. Popular with the children and 'instant' impact.

Homework club supported identified misconceptions and boosted self-esteem.

Welcomed by the children avoiding arguments at home.

Speech and language training for staff enabled pupils to access the curriculum much more effectively. Popular with staff who felt they were 'really making a difference to the children's learning and communication skills'.

ELSA training for staff which had a positive effect on mental health and therefore attitudes and resilience in school. Staff saw a positive impact on behaviour in the classroom and playground.

Ensuring pupils (especially in KS2) are selected and encouraged to take lead roles and responsibilities whenever possible – including playing an instrument in assembly, being part of the school council, being a Play Leader, having responsibility for younger children. This strategy helped better prepare pupils for transition to secondary school as it increased confidence and the feeling of self-worth.

Strategies reduced over time due to lack of impact:

Withdrawal from class on a regular basis. This was found to be more detrimental than beneficial for a number of reasons including: feeling targeted because they were 'no good' or needed to be helped 'more than everyone else', missing what was going on in class and then feeling left out of future work, feeling separated from their peer group, having a negative impact on self-confidence and self-esteem.