

# Pupil Premium Spending Report 2020 - 2021



## Explanation of terms used regularly in this report:

LAC – Looked After Child – A child who is in the care of the local authority

PLAC – Previously Looked After Child – A child who was previously in the care of the local authority

PP – Children who qualify for pupil-premium funding

Non-PP – Children who do not qualify for pupil-premium funding

## Pupil Premium (including Pupil Premium+)

2020-21 Allocation: £64,560

Pupils on Roll in Autumn 2020: 96

Number of Pupils eligible for PP funding: 48 (of which 5 are LAC and 6 are PLAC)

Percentage of PP: 50%

Percentage of non-PP: 50%

### What are the potential barriers faced by eligible pupils?

Low attainment on entry to school due to learning difficulties and/or SEMH needs.

Diagnosed speech and language difficulties have high prevalence in this group.

Lack of resilience /social, emotional and mental health issues / attachment issues experienced by some PP children often inhibit access to learning.

High levels of school mobility due to behaviour challenges.

Lower opportunity to listen to reading or be surrounded by books in the home.

Family challenges and lack of enrichment experiences.

For some PP children high levels of safeguarding concerns and lack of parental support.

### What are the desired outcomes of pupil premium funding?

Higher rates of rapid progress across the school for PP children

Development of resilience and increased mental health

Confident and supported families

### Individualised Instruction

Individualised instruction involves different tasks for each learner and support at the individual level. It is based on the idea that all learners have different needs, and that therefore an approach that is personally tailored — particularly in terms of the activities that pupils undertake and the pace at which they progress through the curriculum — will be more effective. Various models of individualised instruction have been tried over the years in education, particularly in subjects like mathematics where pupils can have individual sets of activities which they complete, often largely independently. More recently, digital technologies have been employed to facilitate individual activities and feedback.

**Education Endowment Foundation effectiveness score: +3**

[Individualised instruction](#) | [Toolkit Strand](#) | [Education Endowment Foundation](#) | [EEF](#)

<b>Approach</b>	<b>Description of Desired Approach</b>	<b>Cost</b>	<b>Estimated Impact/Measures</b>	<b>Actual Impact/Evidence (Review July 2021)</b>	<b>Overall Cost benefit</b>
Bespoke interventions to meet the needs of all pupil premium pupils.	Teachers and TAs deployed to work on specific individual targets (derived from IEPs and EHCPs) on a 1:1 or small group basis, daily.	£13150	This will enable wellbeing and academic progress.	Children in receipt of pupil premium funding have broadly similar wellbeing scores to non-pupil premium children. Children in receipt of pupil premium have higher rates of progress in the wellbeing curriculum than non-pupil premium children. Gaps in academic progress in favour of non-PP: Reading 6% Writing 25% Maths 23% Additional impacts because of the COVID-19 pandemic.	Neutral

### **Reading Comprehension Strategies**

Reading comprehension strategies focus on the learners' understanding of written text. Pupils are taught a range of techniques which enable them to comprehend the meaning of what they read. These can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and identifying difficulties themselves

**Education Endowment Foundation effectiveness score: +6**

[Reading comprehension strategies](#) | [Toolkit Strand](#) | [Education Endowment Foundation](#) | [EEF](#)

### **Phonics**

Phonics is an approach to teaching reading, and some aspects of writing, by developing learners' phonemic awareness. This involves the skills of hearing, identifying and using phonemes or sound patterns in English. The aim is to systematically teach learners the relationship between these sounds and the written spelling patterns, or graphemes, which represent them. Phonics emphasises the skills of decoding new words by sounding them out and combining or 'blending' the sound-spelling patterns.

**Education Endowment Foundation effectiveness score: +4**

[Phonics](#) | [Toolkit Strand](#) | [Education Endowment Foundation](#) | [EEF](#)

<b>Approach</b>	<b>Description of Desired Approach</b>	<b>Cost</b>	<b>Estimated Impact/Measures</b>	<b>Actual Impact/Evidence (Review July 2021)</b>	<b>Overall Cost benefit</b>
CLPE The Power of Reading	Purchase to further improve the quality of teaching reading.	£350	We anticipate that this will lead to accelerated reading progress.	Progress in reading: All 83% PP 80% Non-PP 86%	Yes
Big Cat Collins	Online reading books to allow children to access a wider range of texts in different formats and also to support home learning. This package will also be used to support phonics learning.	£990	We anticipate that this will lead to accelerated reading and phonics progress.		
Additional Books	Additional books to allow the children to access a wider range of texts to support engagement and phonics.	£460	We anticipate that this will lead to accelerated reading and phonics progress.		
Phonics Play	Online package to enhance phonics teaching.	£60	We anticipate that this will lead to accelerated phonics progress.		

### **Parental Engagement**

The EEF defines parental engagement as the involvement of parents in supporting their children's academic learning. It includes: approaches and programmes which aim to develop parental skills such as literacy or IT skills; general approaches which encourage parents to support their children with, for example reading or homework; the involvement of parents in their children's learning activities; and more intensive programmes for families in crisis.

**Education Endowment Foundation effectiveness score: +3**

[Parental engagement](#) | [Toolkit Strand](#) | [Education Endowment Foundation](#) | [EEF](#)

<b>Approach</b>	<b>Description of Desired Approach</b>	<b>Cost</b>	<b>Estimated Impact/Measures</b>	<b>Actual Impact/Evidence (Review July 2021)</b>	<b>Overall Cost benefit</b>
Subscription to Seesaw to aid home/school communication	Use of Seesaw App to facilitate better communication with families.	£400	Due to most children arriving to school via school transport it is difficult to communicate regularly with parents. By using the Seesaw App, children and teachers will be able to directly communicate with families. This has already been used with positive results so we are confident that this is a good investment. We will measure the levels of parental engagement.	High levels of parental engagement through seesaw is evident.	Yes
Family Support/Pastoral Manager	Employment of a full-time pastoral manager to ensure that PP children thrive in a safe and caring environment. The pastoral manager will be able to support families with parenting, mental health, finance, safeguarding concerns and general support.	£13000	This will have a positive effect on the emotional wellbeing of the children, enabling them to learn better and should show in wellbeing data.	Children in receipt of pupil premium funding have broadly similar wellbeing scores to non-pupil premium children. Children in receipt of pupil premium have higher rates of progress in the wellbeing curriculum than non-pupil premium children.	Yes

### **Social and Emotional Learning**

Interventions which target social and emotional learning (SEL) seek to improve pupils' interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students understand themselves, work with (and alongside) their peers, teachers, family or community. Three broad categories of SEL interventions can be identified: universal programmes which generally take place in the classroom; more specialised programmes which are targeted at students with particular social or emotional needs; and school-level approaches to developing a positive school ethos, which also aim to support greater engagement in learning.

**Education Endowment Foundation effectiveness score: +4**

[Social and emotional learning](#) | [Toolkit Strand](#) | [Education Endowment Foundation](#) | [EEF](#)

<b>Approach</b>	<b>Description of Desired Approach</b>	<b>Cost</b>	<b>Estimated Impact/Measures</b>	<b>Actual Impact/Evidence (Review July 2021)</b>	<b>Overall Cost benefit</b>
Occupational Therapy	OT will observe and work with PP children and recommend strategies and resources to support. OT will also offer specific and in-depth support to PP children with significant difficulties. E.g. sensory regulation assessments	£3500	The children will be supported with OT and sensory needs which will support emotional regulation to enable them to develop socially and emotionally and ultimately progress with academic learning. This will show in wellbeing data.	Children in receipt of pupil premium funding have broadly similar wellbeing scores to non-pupil premium children. Children in receipt of pupil premium have higher rates of progress in the wellbeing curriculum than non-pupil premium children.	Yes
Occupational Therapy Resources	Purchasing of specific resources recommended by OT to support the children's access to learning and emotional regulation.	£2000	Purchased resources will support the children to engage with learning and be able to regulate emotionally. This will show in wellbeing data.		
Play Therapy	Employ a qualified Play Therapist to support and enable children to understand and express emotions and experiences appropriately. Play therapist will also work with families in order to help parents/carers to build a positive relationship with their child.	£5000	Children will be able to identify and process their emotions. Relationships with care givers will be further developed. Self-awareness and reflection skills deepened to support wider relationship building. This will be measured using SDQ's.	All individuals engaged in play therapy this year have made progress in specific areas relevant to their own emotional wellbeing.	Yes
School Trips Enhancement	Subsidise some of the school trips to give our PP children the opportunity to experience activities that can support their learning in the	£1000	Children will be able to take part in school trips which will enhance knowledge, support learning,	Some trips took place in Summer 2021. We hope that this can increase next year.	Yes

	classroom that they may not otherwise be able to afford. This included the extensive 'World of Work' package offered to the children in Upper Department. (Money set aside in the hope that this can resume post-COVID.)		broaden life experiences and further develop socially. This will show in wellbeing data. (COVID restrictions dependent)		
School Bus	Subsidise school bus costs in order to transport the children to the activities described above. (Money set aside in the hope that this can resume post-COVID.)	£3000	As above		
Implementation of trauma supportive strategies	Training to be delivered to whole staff in trauma supportive strategies.	£3000	All staff will be competent in the use of trauma supportive strategies ensuring that a consistent and supportive approach is used throughout school. It is anticipated that this will impact positively on wellbeing and learning. This will show in wellbeing and motional data.	Children in receipt of pupil premium funding have broadly similar wellbeing scores to non-pupil premium children. Children in receipt of pupil premium have higher rates of progress in the wellbeing curriculum than non-pupil premium children.	Yes
Purchase of Motional Assessment tool	Motional assessments will be carried out and interventions planned to meet gaps in early emotional development.	£200	Children will be able to develop in areas of early emotional development. This will show in wellbeing and motional data.	The motional tool was not used due to developer changes but the new updated tool will be used in the next academic year.	n/a
Donkey therapy for identified children.	Identified children to visit a donkey sanctuary weekly in three blocks of 6 weeks to support anxiety reduction and self-regulation.	£2000	It is anticipated that this will increase the skills in self-regulating and therefore impact on wellbeing and learning. (This intervention will be dependent on COVID restrictions.)	This service was unavailable due to COVID-19.	n/a

### **Behaviour Interventions**

Behaviour interventions seek to improve attainment by reducing challenging behaviour. This entry covers interventions aimed at reducing a variety of behaviours, from low-level disruption to aggression, violence, bullying, substance abuse and general anti-social activities. The interventions themselves can be split into three broad categories: approaches to developing a positive school ethos or improving discipline across the whole school which also aim to support greater engagement in learning; Universal programmes which seek to improve behaviour and generally take place in the classroom; and more specialised programmes which are targeted at students with specific behavioural issues.

**Education Endowment Foundation effectiveness score: +3**

[Behaviour interventions](#) | [Toolkit Strand](#) | [Education Endowment Foundation](#) | [EEF](#)

<b>Approach</b>	<b>Description of Desired Approach</b>	<b>Cost</b>	<b>Estimated Impact/Measures</b>	<b>Actual Impact/Evidence (Review July 2021)</b>	<b>Overall Cost benefit</b>
Behaviour Support	The use of a specially trained behaviour support worker to support children in who are dangerously dysregulated and to support staff with preventative strategies.	£12000	The behaviour support worker will enable the children to receive additional support at times of crisis which will enable them to emotionally regulate and return to a fit state for learning. This will be measured through behaviour data and physical intervention data.	The average behaviour score for children in receipt of pupil premium funding is 5 compared to 6 for those who are not in receipt of pupil premium funding. When rounding is taken into account, this represents a minimal difference.	Yes
Pivotal MAPA	All staff trained in the use of Pivotal MAPA to support the children to communicate through positive behaviours. This includes three members of staff trained to instructor level.	£2000	Staff will use a range of de-escalation strategies to promote positive behaviour. Impact will be shown through reduced incidents and increased regulated behaviour. This will be measured through behaviour data and physical intervention data.	19% of children in receipt of pupil premium funding were involved in a physical intervention compared with 15% of children who do not receive pupil premium funding. This represents a difference of 2 pupils.	Yes

<b>Other Approaches</b>					
<b>Approach</b>	<b>Description of Desired Approach</b>	<b>Cost</b>	<b>Estimated Impact/Measures</b>	<b>Actual Impact/Evidence (Review July 2021)</b>	<b>Overall Cost benefit</b>
Breakfast Provision	Providing breakfast to all pupils upon arrival.  <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast/">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast/</a>	£2000	We estimate the impact of this to be positive on engagement with learning and will be measured through wellbeing data.	Children in receipt of pupil premium funding have broadly similar wellbeing scores to non-pupil premium children. Children in receipt of pupil premium have higher rates of progress in the wellbeing curriculum than non-pupil premium children.	Yes
Identifying Pupil Premium	Receive support from the local authority to better identify children eligible for PP funding.	£450	This will enable as many children as possible to benefit.	All children identified.	Yes