

# Pupil Premium Report 2020



Action	Resources	Expenditure	Expected impact	
<b>English</b>	Additional phonics resources	Hairy Phonics series	£200	<ul style="list-style-type: none"> <li>Observations of teaching show higher incidence of high-quality phonics teaching which will be of benefit to disadvantaged pupils.</li> <li>Phonics screening is in line or above the national average taking into account the needs of the cohort for disadvantaged pupils.</li> <li>Raising reading attainment/progress scores of vulnerable children so the gap is narrowed from previous positions and is more in line with other pupils.</li> </ul>
	Additional phonics sessions for particularly weak spellers.	TA time (3 x ½ hr per week)	£456	
	Additional reading support for vulnerable children.	TA time (3 x ½ hr per week)	£456	
	SENCO and KS to take part in Language Link programme	Match funding with Suffolk LA	£800	
	Rich and engaging texts used to encourage disadvantaged children to read more.	Enhanced book stock.	£500	
	Increase number of adults involved in guided reading to increase efficacy for disadvantaged pupils.	TA time 1hr per week.	£304	
<b>Maths</b>	Computer assisted learning: Dynamo Maths intervention	Dynamo subscription	£600	<ul style="list-style-type: none"> <li>Progress and attainment of disadvantaged children in mathematics is maintained or improved from previous positions.</li> </ul>
	Supervised Mathematics intervention sessions.	Teaching assistant time (6 x ½ hr per week)	£912	
<b>General Academic</b>	Continue to deploy HLTA to enable more focussed mathematics and English teaching in mixed-age KS1 classes (including bespoke interventions as necessary such as precision monitoring).	HLTA time (approx. 3h per week)	£2880	<ul style="list-style-type: none"> <li>Progress of vulnerable children is maintained or improved through gaining a better understanding of how to support their needs.</li> <li>Increase % of vulnerable children achieving: GLD in EYFS, expected level in phonics, expected standard in KS1 and KS2.</li> </ul>
	Continue to use HLTA time to redeploy teachers to enable more focussed teaching on Year 6 during final year at school so that they reach their full potential before leaving.	HLTA time during 2 terms.	£2880	
	Buy services of an educational psychologist to assess disadvantaged children and give advice.	Consultant time (3 days)	£1500	<ul style="list-style-type: none"> <li>Identified child(ren) to make narrow the gap between them and their peers.</li> </ul>

Action	Resources	Expenditure	Expected impact	
Pastoral	Uniform allowance	Uniform	£450	<ul style="list-style-type: none"> <li>Incentive to apply for pupil premium. Pupils have higher self-esteem through feeling smart.</li> </ul>
	Continue with counselling-type interventions to improve attendance and pupil well-being for disadvantaged children. Training for staff in pupil counselling.	HLTA time and resources.	£650	<ul style="list-style-type: none"> <li>Maintain low levels of absence and decrease the levels of persistent absence.</li> </ul>
	Forest School to raise self-esteem for pupils	Training	£1200	<ul style="list-style-type: none"> <li>Improved well-being for pupil premium children as indicated by their behaviour, attendance and progress.</li> </ul>
	Discounted residential experiences for disadvantaged children.	Funding for children to attend trip.	£400	
	Use Lego therapy to develop social skills of disadvantaged children.	Teaching assistant Resources	£152	<ul style="list-style-type: none"> <li>Improve social behaviour enhance learning across the curriculum and outcomes for children involved.</li> </ul>
		<b>£14,340</b>	<b>Total Pupil Premium allowance £11,880</b>	

There appears to have been a positive impact on progress and attainment through the targeted use of pupil premium funding. This is harder to quantify numerically this year because of the effect COVID had on end of year results for 2020. We are aware that our many children in receipt of Pupil Premium may have been the children most impacted by time away from school during lockdown. A consequence of this is slipped behind across the curriculum and particularly in reading and arithmetic. Our Pupil Premium funding alongside addition resources from Covid catch up sources will be used to tack these two areas as priority although, of course, we will continue to support work we do on mental health and increased access to the broader curriculum to enhance 'cultural capital' where funding allows this.

## What did we do to cater for Pupil Premium children during the COVID lockdown?

- At the start of lockdown food parcels were arranged for pupils using the stocks from the kitchens in the Trust. These were personally delivered by our staff.
- We arranged weekly food vouchers to be sent to parents and offered support to claim these.
- Frequent contact was made with parents/ pupils and resources provided to cater to the needs of pupils (paper based tasks when requested/ additional reading books/ loans of laptops).
- When the schools reopened in June pupils were prioritised and offered places back at school. Some pupils who had PP and Early Help/ Social Services intervention were given Key Worker places and attended school throughout lockdown.
- We administered baseline tests in Autumn 2020 and will target the gaps pupils have in their learning.
- All pupils now have access to an online learning platform. We have carried out a survey as to what resources area available at home to support this and are exploring how we can plug the gaps using school IT resources.



We intend to continue to use funding in the ways listed above. We review the use of Pupil Premium funding regularly to ensure the best usage of this and track FSM pupil attainment to ensure that they are continuing to make good progress.