



# Pupil Premium Grant Expenditure Report September 2021/2022

## Number of pupils and pupil premium grant received

Total number of pupils on roll	251
Total number of pupils, currently on the January 2021 Census eligible in the last 6 years for:	
• FSM	21 FSM
• Service Funding	2 Service children
• Post Looked After Children	1 Post looked after child
<b>TOTAL</b>	<b>24 children</b>
Total amount of PPG received	<b>£31,210</b>
Review of funding by Governing Body	Monthly as per schedule

## Pupil Premium Funding

The pupil premium is additional funding for schools to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers. The funding is based on whether a child is eligible for free school meals. The Department of Education will allocate the following amounts for 2019/20:

- £1,345 per pupil who have been recorded as being entitled to free school meals at any time from reception to Year 6. (Ever 6 FSM)
- £310 per service pupil eligible in the last 6 years.
- £2,345 per pupil for children who have ceased to be looked after by a local authority because of adoption, a special guardianship order, a child arrangements order or a residence order.

## Rationale for Pupil Premium Spending 2019-2022

- To provide all pupils with fair and equal opportunities to achieve and excel in all areas of the curriculum; using and applying the most effective pedagogy, (see Learning & Teaching Policy), supported by use of additional, delegated funding as appropriate.
- To work in partnership with families and pupils eligible for pupil premium, to plan, monitor and evaluate support and intervention in order to secure individual progress and achievement.

- To work with external partners and organisations to provide additional support for the social, emotional, health and wellbeing of all pupils with potential barriers to learning and achievement.
- Pay for swimming, after school clubs and school trips so that the children can fully participate without additional pressure placed on families, and therefore raise their self- esteem and life experiences.
- Give opportunity to access other agencies such as Play Therapy/OT when necessary.
- To ensure governors fulfil statutory responsibilities to make effective use of pupil premium funds in order to impact positively on pupils' achievement and attainment.

The school recognises that not all pupils who are eligible for pupil premium are underachieving, while some pupils may be underachieving and not eligible for pupil premium funding. It is school policy to plan, adapt and prepare for any individual, or group, in which any area of under- performance is evident.

### **Strategy for the school's use of Pupil Premium Grant**

The funding received from PPG will be used under the direct strategic leadership of the Headteacher to ensure pupils are identified promptly and appropriate support put in place. Additional responsibilities:

Senior Administrative Officer:

- Monitor delegation of funding for pupil premium
- Provide information on allocation for pupil premium funding through monthly reports to governors.

Class teachers:

- Identify and list pupils in each class
- Ensure classroom support assistants are fully prepared to assess the progress and learning outcomes for all pupils, including those requiring additional support
- Use monthly Spot Check pro-forma to report monthly to Headteacher any areas where a child's progress or performance may be directly – or adversely – affected by social or economic disadvantage
- Work with pupils, parents and senior leaders to plan, implement and monitor the impact of the agreed support and intervention plan for children eligible for pupil premium
- Attend training to further develop quality first teaching.

Governors:

Governors review and monitor the impact of pupil premium funding. They receive a written report of PP spending at each Governors meeting in the Headteacher's report.

Progress and impact of pupil premium funding on attainment are monitored by the Governor Data Committee who meet at two milestone points during the school year.

### **Key Principles**

We provide a culture where:

- We deliver a mastery curriculum where all children can achieve
- We believe children's emotional well-being is a pre-cursor to academic achievement
- Underperformance is challenged and interventions are planned to overcome barriers
- A growth mindset is vital to enable children to become 'Visible learners'
- Staff are involved in the analysis of data so they are fully aware of the strengths and weaknesses across the school
- A wide range of data is used- achievement data, pupil's work, observations, learning walks, staff, parent and pupil voice
- Quality First Teaching is expected at all times so that all children receive at least good teaching, with increasing evidence of outstanding teaching
- LSAs are supported by teachers and the SENCo to deliver interventions that have a measurable impact from relative starting points.
- We will work with other agencies to bring in additional expertise
- Regular feedback about performance is given to parents with the opportunity for teachers to meet with parents more frequently if required.

### **Barriers to future attainment**

In school barriers

- A Some PP children enter school with underdeveloped characteristics of learning skills.
- B Some PP children enter school with low prior attainment resulting in gaps in key skills.

External barriers

- C Some PP children's home learning environments lack support for children's homework/school activities and events and provide limited enrichment opportunities outside school

Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A	Children will be socially and emotionally ready for learning through the development of growth mindset/visible learner approach in KS1 and characteristics of learning in EY	PP children achieve short term targets
B	Higher rates of progress from relative starting points for pupils with lower prior attainment in reading, writing and maths	PP children achieve ARE/ARE+ in reading, writing and maths at the end of KS1 as result of quality first teaching
C	Strong parental support and engagement with school	PP children read regularly at home and parents attend school meetings/events PP children attend school clubs

**Planned Expenditure 2021/2022 to support desired outcomes.**

Chosen action ABC	Evidence and rationale for choice and how impact will be measured	Projected funding allocation
ELSA SNA	<ul style="list-style-type: none"> <li>• Identification of individual pupil’s emotional and academic needs and delivery of targeted strategies through ELSA sessions and SNA/Teacher led interventions will enable children to feel emotionally stable and able to learn</li> <li>• Target: Gaps will be closed and children will make progress relative to their starting points</li> <li>• Subsidise clubs, swimming, educational trips and payment for milk</li> <li>• Target: Children will have raised self- esteem and develop skills to apply to their learning such as resilience and working as a team</li> <li>• Children will build resilience, self-esteem, confidence and therefore thrive.</li> <li>• Teachers will support children to build resilience, self-esteem, confidence and to help them thrive.</li> </ul>	
	Total planned expenditure	£31,210