



## Pupil Premium Statement September 2020



### Current Picture Based on 2019/20 data

GLD		All	Disadvantaged	Phonics		All	Disadvantaged
	2020	64%	0%		2020	87%	75%
	2019	76%	40%		2019	95%	100%
	LA	57%	0%		LA	75%	63%

### KS1

Reading	Expected Standard		Greater Depth	
	All	Disadv	All	Disadv
2020	83%	87%	31%	12%
2019	86%	72%	36%	18%
LA	71%	59%	17%	10%
Nat	72%	-	22%	-
Writing	Expected Standard		Greater Depth	
	All	Disadv	All	Disadv
2020	72%	75%	12%	12%
2019	78%	54%	24%	0%
LA	65%	50%	9%	7%
Nat	67%	-	13%	-
Maths	Expected Standard		Greater Depth	
	All	Disadv	All	Disadv
2020	87%	87%	22%	25%
2019	84%	63%	32%	0%
LA	70%	58%	13%	7%
Nat	73%	-	19%	-

### KS2

Reading	Expected Standard		Greater Depth	
	All	Disadv	All	Disadv
2020	82%	87%	29%	25%
2019	78%	58%	23%	16%
LA	78%	67%	27%	12%
Nat	80%	69%	31%	19%
Writing	Expected Standard		Greater Depth	
	All	Disadv	All	Disadv
2020	74%	75%	21%	0%
2019	83%	66%	23%	8%
LA	73%	59%	14%	4%
Nat	77%	65%	20%	11%
Maths	Expected Standard		Greater Depth	
	All	Disadv	All	Disadv
2020	82%	100%	25%	12%
2019	69%	58%	19%	8%
LA	75%	61%	22%	8%
Nat	80%	68%	27%	15%

As shown in the above data, disadvantaged children attain well at KS1 & 2 at ARE in all subjects. This shows that the use of the PP money has been effective and, as a result should be used in broadly the same way this year. There is no attainment gap at ARE in both key stages at ARE. There needs to be greater focus on pupil premium children who may be capable of greater depth.

The following whole school improvement targets are focused on disadvantaged children:

1. Ensure that SEND pupils and DAP are fully supported to access a full curriculum offer and there are shared high aspirations for all.

### **Overall Priorities for Pupil Premium 2020/21**

- Ensure PP children continue achieve at least in line national in all year groups and close the gap at higher score/greater depth.
- Ensure disadvantaged children can access a full, rich curriculum and that their barriers to learning are overcome.

### **Targets for Pupil Premium Children**

In order to continue to close the gap it is expected that:

- 80% of PP children are working at ARE
- 100% make expected progress
- Children who are off track make accelerated progress

### **How will this be measured?**

- Half termly pupil progress meetings where progress of every child discussed and appropriate support put in place if needed
- Lesson observations and work scrutinies focus on priority children
- Link governor holds leaders to account
- Pupil voice exercises to gain children's views of the curriculum offer

## Allocation of Pupil Premium Funding 2020/21

What provision are we providing?	Intended Impact	Funding	Actual Impact
Small teaching groups in the mornings for maths and English across KS2 and small straight year groups in F2 & KS1 all day.	<ul style="list-style-type: none"> <li>Ensure children receive greater personalization and support in core subjects</li> <li>Greater flexibility given to F2 and KS1 classes, having the same children all day</li> <li>Teaching assistants to support all groups for English to enable teachers to focus on off track children.</li> </ul>	£17,900 + £44,000 =£61900	This was in place in part as we were unable to cross bubbles. Therefore smaller teaching groups were in place for Y3 and Y5 and the larger classes had more adult support.
Pupil Welfare & Family Support Worker	<ul style="list-style-type: none"> <li>Support vulnerable families through school support and TAF process</li> <li>Monitor and support with attendance, focusing on raising attendance for PP children (96%+ target)</li> <li>Provide support for children with anger issues, anxiety, low self-esteem etc to ensure barriers to learning are broken down.</li> </ul>	£14,100	In place until March when maternity leave began. Supported families during lockdown. Delivered food parcels and provided pastoral support. Continued to provide mental health support to those in provision. Bought into Thumbs Up for remainder of the year, supporting 6 children with complex needs on 1:1 and 56 children as part of a group.
TA intervention in the afternoons to support focus off track pp children.	<ul style="list-style-type: none"> <li>Children identified in pupil progress meetings and short term interventions put in place.</li> <li>SENDCO to monitor impact of these half termly.</li> <li>Off track PP children to make accelerated progress.</li> </ul>	£11000	TAs worked closely with teachers to provide essential catch up for children following full school reopening. Basic skills curriculum was adopted and TAs deployed to provide focused English support.
Speech and Language Therapist	Improve outcomes for targeted children in prime area of communication by delivering focused support, training and support for staff.	£2300	Support for SEND children and follow up activities run by TAs.
Well-being support at snack club	100 'mount munch' tokens for FSM children.	£1000	In place. During lockdown, all mount munch was free to FSM children.
Subsidy scheme for wider enrichment. This includes: Residential subsidies	We need to engage all our children and ensure that our most vulnerable children can access wider learning opportunities.	£2500	Residentials and clubs did not happen due to covid. All children took part in drumming

Musical tuition Access to wider sports clubs	Aim is that every child attends residential trips and have universal access to tuition and other clubs.		workshops in the summer term.
<b>Total Spending</b>		£92,800	
<b>Total Allocation</b>		£82,640	

### Pupil Premium Data 20-21

	Reading				Writing				Maths			
	EYFS	KS1	Sept	July	EYFS	KS1	Sept	July	EYFS	KS1	Sept	July
Year 1 (13)	44%		33%	54%	33%		33%	30%	78%		33%	46%
Year 2 (9)	56%		44%	67%	56%		33%	44%	67%		22%	78%
Year 3 (14)	69%	69%	23%	-	69%	62%	31%	36%	62%	77%	23%	57%
Year 4 (11)	36%	64%	18%	45%	27%	55%	9%	36%	55%	64%	72%	45%
Year 5 (12)	44%	89%	0%	75%	44%	67%	22%	73%	56%	89%	11%	33%
Year 6 (4)	40%	60%	20%	75%	60%	40%	0%	50%	60%	100%	0%	50%

Pupil premium children will be prioritised for additional support through the recovery premium.