

Pupil Premium Report

2020-2021

What is Pupil Premium Funding?

The Pupil Premium is funding allocated to schools for the specific purpose of boosting the attainment and progress of pupils from low-income families.

Why was it introduced?

The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for Pupil Premium funding and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most. Schools are free to spend the Pupil Premium as they see fit to ensure that the gap between eligible children and their peers is closed.

How is Pupil Premium funding used?

At The Cambridge Primary School, the allocation of funding supplements the main school funding and is used for the following specific purposes for children eligible as Pupil Premium. The funding is mainly used to supplement the staffing arrangements so that there are well-trained staff on hand to provide intervention and extension, plus any emotional and social support needed, during a child's time at the school.

The school are committed to supporting all pupils and families and recognise that there are children on roll who, whilst not necessarily eligible for pupil premium funding, may also suffer financial hardship. It is also recognised that many of the opportunities put in place for children who are eligible for these grants may have an indirect positive impact on the progress and attainment of other groups.

School Overview

	2018-2019	2019-2020	2020-2021
Number on roll*	27	90	150
Number of children eligible for PP funding*	5 (19%)	11 (12%)	16 (11%)
Amount of funding	£6580	£14520	£23865

*at time of October census

Barriers to learning for pupils eligible include:

1. Some pupils entitled to Pupil Premium funding have limited life and first hand experiences, which reflects their ability to draw on first-hand knowledge in the curriculum.
2. Financial pressure in families may lead to inequality of opportunity for children across the school in accessing the opportunities available.
3. Some pupils entitled to Pupil Premium funding enter school with lower basic numeracy and communication and language skills than their peers, which affects their attainment across other areas of the curriculum (in both EYFS, KS1 and KS2).
4. Attendance rates and punctuality for children eligible for Pupil Premium funding can be an area of concern for some individuals, which affects attainment.
5. Some children with Pupil Premium funding require further support to develop their Emotional and Social skills so that they are ready to learn in the classroom environment.

Pupil Premium provision may include:

- Providing small group robust and immediate intervention with experienced teachers and Learning Support Assistants focused on closing the gap to national standard
- 1-1 support where needed to ensure every pupil premium child makes at least good progress to close the gap to national expectation/greater depth
- Extra-curricular activities intended to promote confidence, well-being and success
- Pastoral support from an ELSA so pupils are ready to learn
- Educational opportunities and life experiences which will enrich the pupils' experience of school and learning (e.g. school trips and visits from professional and groups)

*Completed annually in October (following autumn census) - SK

Impact from 2019-2020

An update on the attainment and progress of pupils eligible for Pupil Premium funding is reported termly to the Local Advisory Committee by the head teacher. This report for parents is published annually on the website by October 31st. The report summarises the attainment and progress of pupils that have been supported by Pupil Premium, evidencing how the school is striving towards narrowing the gap of difference and increasing progress for these children.

Throughout the year the school, there is rigorous monitoring of the outcomes of all proposed activities and resources to measure successful impact. This is in addition to the frequent scrutiny of attainment and progress data for pupils who are eligible for Pupil Premium funding.

Summary of the attainment and progress of pupils that have been supported by Pupil Premium 2018-2019

EYFS (only year group in the school)

	GLD%	GLD Count
All	73%	19/26
Pupil Premium	100%	5/5
Not Pupil Premium	67%	14/21

Due to Covid-19 and the cancellation of assessment, there is no summary of the attainment and progress of pupils that have been supported by Pupil Premium for 2019-2020.

Key Targets for Improvement for 2020-2021 (SDP)

1. To improve the early reading and phonics achievement (progress) and attainment (outcome) by raising the profile of reading and promoting a love of reading both across the school and at home.
2. To achieve the continued and successful implementation of Maths No Problem across the school, contributing to adaptations to the EYFS Maths Teaching and Learning and an increase and improvement in maths progress and attainment.
3. Establishing and refining the school culture; promoting the school's learning characteristics, growth mind-set, love for learning and fast feedback across the school to ensure that pupils develop positive attitudes, values and transferable skills which encourage them to take responsibility for their learning.
4. To deliver an outstanding broad curriculum which promotes opportunities for personal development, behaviour and welfare (PDBW), so that all staff and pupils' well-being is promoted.

Intended Pupil Premium Expenditure for 2020-2021

Activity and Resource	Cost	Expected Impact
Internal training (including phonics and early reading) to ensure all staff are aware of approaches, such as reading aloud to children and discussing books, explicitly extending children's spoken vocabulary by introducing them to new words in context, and drawing attention to letters and sounds which are directly aimed at developing thinking and understanding through language. Target pupils, including Pupil Premium children, are heard read regularly by an adult at school. (Addressing Barrier to Learning 1, 3)	£500 approx.	<p>Positive benefits for all children, but particularly those from disadvantaged backgrounds, including their spoken language skills, their expressive vocabulary and their early reading skills.</p> <p>Early Years Toolkit, Education Endowment Foundation</p> <p>Communication and language approaches High impact for very low cost, based on extensive evidence.   </p> <p>Early Years Toolkit, Education Endowment Foundation</p> <p>Reading comprehension strategies High impact for very low cost, based on extensive evidence.   </p> <p>Phonics Moderate impact for very low cost, based on very extensive evidence.   </p>

<p>Head Teacher allocated time to monitor, review and support provision for Pupil Premium children across the school; via Pupil Progress meetings, data scrutiny, quality assurance, moderation, pupil conferencing, learning walks and lesson observations.</p> <p>(Addressing Barrier to Learning 1, 3)</p>	<p>£3230 approx.</p>	<p>Increase percentage of Pupil Premium children achieving expected progress and outcomes and at greater depth across the curriculum.</p>
<p>SENCO allocated time to monitor, review and support provision for Pupil Premium children.</p> <p>(Addressing Barrier to Learning 3, 5)</p>	<p>£2652 approx.</p>	<p>Increase percentage of Pupil Premium children achieving expected progress and outcomes and at greater depth across the curriculum.</p>
<p>EYFS and KS1 Lead allocated time to monitor, review and support provision for Pupil Premium children across EYFS and KS1; via Pupil Progress meetings, data scrutiny, quality assurance, moderation, pupil conferencing, learning walks and lesson observations.</p> <p>(Addressing Barrier to Learning 2, 3)</p>	<p>£2652 approx.</p>	<p>Increase percentage of Pupil Premium children in EYFS and KS1 achieving expected progress and outcomes and at greater depth across the curriculum.</p>
<p>English Lead allocated time to monitor, review and support phonics and early reading provision for Pupil Premium children across EYFS and KS1; via data scrutiny, quality assurance, moderation, pupil conferencing, learning walks and lesson observations.</p> <p>(Addressing Barrier to Learning 2, 3)</p>	<p>£1326 approx.</p>	<p>Early Years Toolkit, Education Endowment Foundation</p> <p>Reading comprehension strategies High impact for very low cost, based on extensive evidence.   </p> <p>Phonics Moderate impact for very low cost, based on very extensive evidence.   </p>
<p>Additional and part funded (on a needs and bespoke basis) extended opportunities for Pupil Premium children. Clubs from external providers are offered before or after school. Trips can be part funded where needed so that they can attend.</p> <p>(Addressing Barrier to Learning 1, 2)</p>	<p>£1200 approx.</p>	<p>All pupil premium children can access the extended opportunities and have as wide curriculum as their peers. Their engagement is transferable into learning within the classroom.</p> <p>Early Years Toolkit, Education Endowment Foundation</p> <p>Sports participation Low impact for moderate cost, based on limited evidence.   </p> <p>Arts participation Low impact for low cost, based on moderate evidence.   </p>
<p>Target children having intervention work and working in streamed, ability groups with teachers, HLTA's and LSA's to target needs, help close the gap of progress and increase the number of Pupil Premium children at ARE/Greater Depth by the end of the year. Interventions are robust, frequent and reviewed regularly.</p> <p>(Addressing Barrier to Learning 1, 3)</p>	<p>£5850 approx.</p>	<p>Teachers, HLTA's and LSA's to work with children through immediate intervention. All PP children working with staff to make accelerated progress over year (intervention analyses). Year group data to show 85% children in Year 1 and 80% children in Year R (in line with SDP) achieve ARE in Reading, Writing, Maths and Phonics Screening Check (in Y1) and GLD (in YR).</p> <p>Early Years Toolkit, Education Endowment Foundation</p> <p>Early years interventions Moderate impact for very high cost, based on extensive evidence.   </p> <p>Collaborative learning Moderate impact for very low cost, based on extensive evidence.   </p> <p>Feedback High impact for very low cost, based on moderate evidence.   </p> <p>Small group tuition Moderate impact for moderate cost, based on limited evidence.   </p>

