

**Queen Edith Primary School****Pupil Premium Strategy – Review / Impact of Spending Plan 2020-2021**

Pupil Premium is an additional government grant which is added to the main funding that schools receive in their annual budget. Pupil Premium funding is allocated to pupils who are currently registered for free school meals or who have received free school meals at any time in the last six years (known as 'Ever 6 FSM'). The funding for these children is £1320 per year. Any 'Looked After' children are allocated £2300 per year.

The aim of the Pupil Premium funding is to support eligible children who may be vulnerable to underachievement and address any attainment gaps so that they achieve at least as well as their peers. As well as focusing on academic endeavours, it may also be appropriate to provide support to nurture their well-being and to provide these children with access to a variety of enriching experiences. This is based on research showing that children from low income families perform less well at school than their peers. Often, children who are entitled to Pupil Premium funding face challenges such as poor language and communication skills, less family support, lack of confidence and issues with attendance. Pupil Premium funding is intended to directly benefit the children who are eligible, helping to narrow the gap between them and their peers.

| Financial Year | Expected Funding | No. of Pupils Eligible | % of school |
|----------------|------------------|------------------------|-------------|
| 2020 - 2021 | £114,840 | 87 | 20% |

| No. / % of PP children in each Year Group | | | | | | | |
|---|---------|---------|----------|----------|----------|----------|----------|
| N | R | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |
| 6/18% | 8 / 14% | 6 / 11% | 17 / 30% | 14 / 24% | 11 / 21% | 15 / 25% | 10 / 16% |

| Barriers to Future Attainment |
|--|
| <p>Our school offers many layers of support for children. 'Pupil Premium' funding contributes towards the cost of the wide range of support that we offer children and their families. Over time the list of support has developed as we have analysed carefully the impact of each of our interventions across the federation. The support recognises both our desire to accelerate the progress of all the children and to ensure we meet the emotional needs of our most vulnerable children who, due to cuts in services across both health and education, frequently cannot access the services they need.</p> <p>We also believe that some of the children do not have the experiences that ensure they are well motivated and can engage with education and develop the vocabulary of their peers. We thus wish to give all our Pupil Premium children the opportunity to take part in sporting activities and clubs, go on residential trips and regularly have opportunities such as choosing books at our book fayres. We also want all our children to feel fully including in school life which includes having all the equipment that they need to access the curriculum.</p> <p>Due to the Covid-19 pandemic, some actions originally set out in our 2020 – 2021 Pupil Premium Spending Plan had to be adapted to meet the needs of children learning remotely and those learning in school.</p> |

| Funding Activity | Amount | Impact |
|---|---------|--|
| Additional TA time for children in all year groups | £45,000 | Targeted TA time and interventions had a positive impact on outcomes for pupils. Pupils in all year groups made expected or accelerated progress across the year. Vulnerable and disadvantaged pupils were targeted to attend school during these periods of lockdown. This proved to be very beneficial to them both academically and personally as they were able to benefit from additional adult support due to working in smaller bubbles. |
| Teacher targeted Focus Group - Children at risk of falling behind identified and provided with targeted support through 'Pupil Progress' meetings and subsequent actions | £20,000 | Throughout the year, staff targeted pupils working just below expected levels of attainment in reading, writing and Maths. These areas of attainment were supported through daily reading and maths opportunities and targeted interventions. There was also focus group work provided for these groups of children. This support enabled most pupils to make at least good levels of progress across the year. |
| Further promote reading through improvements in the introduction of whole class guided reading and targeted teaching of reading skills. | £5,000 | <p>Whole class guided reading has been introduced very successfully at Queen Edith. The English subject leader has supported individual teachers with the planning and implementation of WCGR, leading to a consistent approach being adopted across the school. Questioning is now targeted towards specific comprehension skills (VIPERS) and supports and challenges pupils of all abilities.</p> <p>The use of high quality texts enables all children to be exposed to a high level vocabulary. Learning from peers and exposure to high quality discussions is also invaluable and supports all learners. Less confident readers are now joining peers and reading aloud in class, keen to share their new reading skills.</p> |
| Home School Support Worker | £20,000 | Our Home School Support Workers were available to support both families and parents who need advice and guidance. They are a link between home and school to take a full and active role in their children's education. |
| Art and Music Therapist | £6000 | Art and Music therapy sessions took place mainly in the Summer term but also for a short time during the Autumn and Spring terms. All sessions were to in person sessions during the school day. Sessions proved invaluable to the pupils taking part as their attitude to learning and confidence improved. They have an increased sense of resilience and self-esteem. |
| Financial support to enable pupils to participate in a range of clubs, extra-curricular and enrichment activities such as sports events, cooking clubs and theatre groups. To also ensure pupils can take part in school trips and residential visits e.g. Year 6 visiting Grafham. | £8000 | <p>Due to the restrictions placed on school during the Covid19 pandemic, many 'real life experiences' and curriculum enrichment activities have not been able to take place as they would have done in previous years. However, we have made the best of the opportunities available and were able to introduce a small range of enrichment activities into our summer term enrichment and curriculum provision.</p> <p>Premier Sports offered a range of after school sporting clubs in summer term. These were run as year group clubs and were well attended by all children. All pupils in receipt of Pupil Premium funding were given an opportunity of a place at their year group club. Throughout the year, Premier Sport have continued to run lunchtime activities for both KS1 and KS2. Again, this has been run on a 'bubble' basis. These sessions have been greatly enjoyed by all children and offered a welcome 'well-being and exercise' break for many children. Collaborative and teamwork skills have also been developed during these lunchtime sessions.</p> <p>During summer term, Year 5 Activity Days took place in the second half of summer term. Pupils participated in a visit to Clip 'n' Climb, Mad Science Workshops, Art and Craft activities and a Tokyo inspired Olympic sports day run by Premier Sport. Year 6 enjoyed two fun-filled days at Grafham Water, enjoying a wide range of water sports including raft building, kayaking and sailing. All activities were provided free of charge for pupils in receipt of Pupil Premium funding.</p> |

| Funding Activity | Amount | Impact |
|--|--------|--|
| In the event of a school or bubble closure, ensure pupils have all the necessary resources to engage fully in remote learning. | £1000 | <p>All pupils in receipt of Pupil Premium funding were provided with all the necessary resources to support their learning during periods of lockdown and subsequent bubble closures. Pupils were provided with laptops, routers, stationery equipment and paper copies of work. Pupils were regularly phoned by class teachers, Deputy Headteachers or by our Home – School Family Worker to ensure they were coping and able to access all the necessary resources.</p> <p>We believe, that despite the restrictions placed upon us by Covid-19, we have still been able to provide our children with a broad and balanced curriculum. We are looking forward to next year when we can once again offer our children with a wider range of first hand curriculum and enrichment opportunities.</p> |

Impact of Spending

Pupil Premium money is a great bonus and allows us to carefully target appropriate academic and pastoral support for children, as and when they need it. We endeavour to meet the needs of each individual with a tailored package of provision. We know that the additional opportunities have a positive impact on the children's learning attitudes and confidence, as well as academic achievement.

The teaching staff review the provision for each child regularly and the governors and staff monitor the progress of the Pupil Premium children rigorously throughout the year. Each cohort of Pupil Premium children is small and often includes children with complex needs; consequently, the results can vary considerably from year to year. However, the results often include a good proportion of the children making expected progress and better.

End of Year Results

Due to the Covid-19 pandemic, national testing did not take place during the summer term of 2021, therefore there are no national data outcomes for July 2021. The attainment and progress data is based on end of year teacher assessment judgements.

| PP Progress in 2020 – 2021 (Expected Progress = 5 points) | Reading | | Writing | | Mathematics | |
|--|---------|-----|---------|-----|-------------|-----|
| | PP | All | PP | All | PP | All |
| Year 6 | 5.9 | 6.1 | 5.1 | 5.8 | 5.4 | 5.9 |
| Year 5 | 6.1 | 6.2 | 5.3 | 5.5 | 5.9 | 5.9 |
| Year 4 | 5.9 | 6.1 | 5 | 5.8 | 5.1 | 5.7 |
| Year 3 | 5.8 | 5.8 | 4.7 | 5.6 | 4.3 | 5.0 |
| Year 2 | 4.8 | 4.9 | 5 | 5.1 | 5.9 | 5.8 |
| Year 1 | 5.2 | 6.1 | 5.1 | 5.7 | 6.4 | 6.6 |

| PP Attainment in 2020 – 2021 (% achieving ARE+) | Reading | | Writing | | Mathematics | |
|---|---------|-----|---------|-----|-------------|-----|
| | PP | All | PP | All | PP | All |
| Year 6 | 60% | 85% | 50% | 74% | 60% | 71% |
| Year 5 | 40% | 61% | 20% | 48% | 33% | 68% |
| Year 4 | 55% | 75% | 36% | 44% | 36% | 71% |
| Year 3 | 36% | 71% | 14% | 48% | 14% | 52% |
| Year 2 | 35% | 56% | 29% | 44% | 24% | 54% |
| Year 1 | 50% | 56% | 50% | 60% | 17% | 73% |

| EYFS Attainment in 2020 - 2021 (% achieving ARE+) | EYFS | |
|---|------|-----|
| | PP | All |
| GLD | 25% | 60% |
| Physical Development (% achieving ARE+) | 63% | 79% |
| Communication and Language (% achieving ARE+) | 75% | 84% |
| Personal, Social and Emotional Development (% achieving ARE+) | 62% | 82% |
| Literacy (% achieving ARE+) | 25% | 61% |
| Mathematics (% achieving ARE+) | 75% | 79% |
| Expressive Art and Design (% achieving ARE+) | 63% | 81% |
| Understanding the World (% achieving ARE+) | 75% | 86% |

The end of year data indicates that pupils in receipt of Pupil Premium funding (in all areas except Y3 Writing and Maths and Y2 Reading) have made expected or above expected levels of progress.

Across all year groups, attainment levels of pupils in receipt of Pupil Premium funding are lower and in some cases, significantly lower when compared to all children. Differences in attainment between pupils in receipt of Pupil Premium funding and all pupils have increased when compared to previous data. Narrowing this gap will be a key focus of our work in 2021 – 2022.