

Pupil Premium Report – Spring 2021

Introduction and Philosophy

Over the past three academic years, the number of children at school eligible for Pupil Premium has fluctuated between 8 and 22. In the current academic year (2020/21) the figure is 18 pupils from 423 on roll overall. This proportion of the whole population (4%) is well below the national average and has fallen slightly after rising consistently over the previous three years.

Having a very small amount of children eligible for the Pupil Premium means that we look at each individually in terms of the support that we allocate to them and we have to be mindful of confidentiality when we report on this.

We use national research and analysis (e.g. the work of the Educational Endowment Fund, Sutton Trust, National Educational Trust and Department for Education reports) as well as our own internal analysis to determine the most effective use of these funds.

We are conscious that the Pupil Premium is intended to improve achievement of eligible pupils in English and Maths and, as such, we aim to ensure that the funding is used to improve these academic outcomes to be at least in line with national outcomes for all pupils and furthermore for them to be in line with peers at Grange Farm. However, in order for this to happen the conditions for learning (particularly those associated around self-esteem) need to be secure. Therefore, some of the Pupil Premium could be spent on more holistic interventions and strategies to ensure the development of the “whole child”.

Pupil Premium funding is intended to support those whose eligibility attracts it. However, some interventions and strategies have a positive effect that inevitably impacts on other children as we seek to support eligible pupils without excluding or isolating them by default. Furthermore, there are pupils in our school who are not eligible for the Pupil Premium but whose circumstances require support in ways that might be expected of someone who is eligible. In these instances, where appropriate (e.g. forming an intervention group around an eligible pupil), it makes sense to also support such pupils with similar needs.

Teacher with responsibility for Pupil Premium 2020/21 – Martin Ledgard (Headteacher)

Governor with responsibility for Pupil Premium 2020/21– Pete James

The Previous Academic Year – September 2019 to July 2020

What was the school's Pupil Premium grant?

The school Pupil Premium grant for the 2019/20 academic year was £22339 which is based on known eligible pupils from the 2018/19 and 2019/20 financial years. Funding is allocated by financial year but we proportion this into academic years to make monitoring and evaluation of the impact of spending easier.

13 children were eligible in the 2018/19 financial year and 22 were eligible within the 2019/20 financial year. There had been a generally increasing trend over time to this point with 22 pupils (5% of the school population) representing a new high in terms of numbers.

What were the main barriers to educational achievement faced by eligible pupils at the school?

Despite a general trend of increasing numbers over time, the proportion of children eligible for Pupil Premium remains very low compared to national averages and, as such, we have to be careful in reporting on trends for such a small group.

However, common themes within the group include (similarly to previous years):

- Low baselines on entry
- Social/Emotional challenges
- Less potential to be supported in extra-curricular activities (certainly relative to other pupils in school)
- Other contributory factors (e.g. SEND)

What plans were in place to spend Pupil Premium in 2019/20?

- Focussed TA and teacher intervention for specific pupils (e.g. Toe by Toe, Precision teaching, Pre-teaching, Inference / Deduction support, More Able Challenge tasks)
- Introduction of new times-tables intervention/support/revision materials and resources
- Contribution to additional opportunities in clubs and extra-curricular activities (e.g. Forest School)
- Contribution to Social/Emotional Intervention Strategies (Learning Mentor / Counsellor)
- Contribution to peer-to-peer Continuing Professional Development work (releasing teachers for peer to peer paired observation and team-teaching)

The key achievement 2019/20 priority for Pupil Premium was to increase the proportion of eligible children attaining Greater Depth (higher standard) in Reading, Writing and Maths and also making accelerated progress in those subjects.

In Summer 2019, our Year 4 cohort took the pilot of the new Times Table Check. Whilst no national data became available, internal analysis of raw scores indicated that children in receipt of the Pupil Premium did not do as well as their peers and this (supporting the mental maths achievement of Pupil Premium children) became a new strategy focus for the use of Pupil Premium in the 2019/20 academic year.

[What do we know about the effectiveness of Pupil Premium strategy in 2019/20?](#)

Most Pupil Premium funding committed for the 2019/20 year was spent as planned but the Coronavirus COVID-19 pandemic meant that flexibility became key both in how we used resources and how we measured the impact of actions undertaken. No national assessments were undertaken so no official data is available for Summer 2020. However, monitoring the progress of pupils eligible for the Pupil Premium remained key because we are keenly aware that this is a group of children nationally for whom gaps in achievement exist which could become exacerbated through periods of lockdown and remote learning caused by COVID-19.

Our individual approach to tracking Pupil Premium children ensured that we were carefully tracking and monitoring their social, emotional and academic progress throughout 2019/20 and putting the right support in place where needed.

Internal tracking data (which we are treating with caution because of the nature of learning and assessment during Spring and Summer 2020) indicates that Pupil Premium children are as likely to make progress as their peers in core subjects but remain less likely to make accelerated progress and to attain Greater Depth in Reading, Writing and Maths. There also remained some indications that, in Maths, Pupil Premium children were less likely to do well in test situations than in general classroom learning. All of these findings contributed to the formulation of strategy for 2020/21.

The Current Academic Year – September 2020 to July 2021

What is the school's Pupil Premium grant?

The school projection for the grant for the 2020/21 academic year is £27348.50 which is based on known eligible pupils from the 2020/21 and 2021/22 financial years. Funding is allocated by financial year but we proportion this into academic years to make monitoring and evaluation of the impact of spending easier.

22 children were eligible in the 2020/21 financial year and 18 are eligible within the 2021/22 financial year.

What were the main barriers to educational achievement faced by eligible pupils at the school?

The proportion of children eligible for Pupil Premium remains very low compared to national averages and, as such, we have to be careful in reporting on trends for such a small group.

However, common themes within the group include (similarly to previous years):

- Low baselines on entry
- Social/Emotional challenges
- Less potential to be supported in extra-curricular activities (certainly relative to other pupils in school)
- Other contributory factors (e.g. SEND)

We are also keenly aware of the effects of the COVID-19 pandemic on all pupils.

What plans are in place to spend Pupil Premium in 2020/21?

- Focussed TA and teacher intervention for specific pupils (e.g. Toe by Toe, Precision teaching, Pre-teaching, Inference / Deduction support, More Able Challenge tasks)
- Contribution to additional opportunities in clubs and extra-curricular activities (e.g. Forest School)
- Contribution to Social/Emotional Intervention Strategies (Learning Mentor / Counsellor)
- Contribution to peer-to-peer Continuing Professional Development work (releasing teachers for peer-to-peer paired observation and team-teaching)

When and how will we next review our Pupil Premium strategy?

- Reviewing the effectiveness of the use of our Pupil Premium funding is integral to our Monitoring and Evaluation cycle.

- Each term we will report to a named Pupil Premium governor on the progress of each child who is eligible across school. A summary of this will then be shared with the governing body, taking care not to breach confidentiality given the small numbers of children in the school who are eligible.
- This report will be reviewed each term and updated on the website at least annually (or more frequently if this is necessary).