

Pupil Premium funding and projected spend for 2020-21

Principles for Use of Pupil Premium funding:

- We ensure that teaching and learning opportunities meet the needs of all of the children in the school.
- We ensure that appropriate provision is made for those who belong to vulnerable groups; this includes ensuring that the needs of socially disadvantaged are adequately assessed and addressed.
- We recognise that not all children who receive free school meals will be socially disadvantaged and will use the funding appropriately to ensure we maximise its impact. This may not mean however that all such children need additional targeted educational support.
- We also recognise that not all those who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any child or groups of children that the school legitimately identifies as being socially disadvantaged.
- Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of Pupil Premium interventions at one time.
- Pupil Premium funding is ring-fenced for specific expenditure to improve learning and outcomes for the disadvantaged and is separate from Main Budget funds.

Amount of funding for 2020-21:

The Pupil Premium Grant is an allocation of funding provided to schools to raise the attainment of disadvantaged pupils of all abilities and to support them in reaching their potential, as well as to close the gaps between them and their peers.

The Department of Education will allocate the following amounts for 2020/21:

- £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)
- £2,345 per pupil for Looked after children (LAC) defined in Children Act 1989 as one who is in the care of, or provided with accommodation by, a local authority
- £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 arrangement order or a residence order
- £310 per pupil in year groups reception to year 11 recorded as Ever 6 service child or in receipt of a child pension from the Ministry of Defence:

Total allocated in 2020-21: £190,000

Main areas to focus on for 2020-21:

- Ensure that all groups of pupils are making progress, including addressing the gaps in knowledge and understanding as a result of the Covid-19 closure.

- Support the Emotional Health and Wellbeing for all children, especially in light of the Covid-19 pandemic
- Ensure the development of the broader curriculum

Barriers to overcome:

- Gaps in learning due to Covid-19, especially affecting the more disadvantaged children
- Disadvantaged children were less able to access the online/remote learning during the lockdown which began in March, due to a lack of access to suitable devices and/or a reliable wifi connection
- High number of PP pupils are also EAL and/or SEND
- Low starting points for PP children, further exacerbated by lockdown
- Lower attendance since the return from lockdown
- Issues around emotional health and wellbeing, which can affect behaviour for learning
- Limited Cultural capital and enrichment - lack of experiences limits language and understanding
- Higher mobility - overcoming some of these barriers is a long process. When children, who may already have additional barriers to learning, join the school late in their primary career, the impact of the school is lessened due to the lack of time.
- Area of high deprivation

Teaching and Learning				
Funded item/initiative	Rationale	Intended outcome	Monitoring of impact	Projected expenditure
<i>Identifying and closing gaps from Covid-related closures</i>				
- 3 teacher model in Year 6 in the mornings - Action tutors in Year 6 - Planning and implementation of catch-up curriculum - Use of Maths Mastery schemes - A new Reading	By using smaller groups and boosters, focus children will have the targeted support needed to help them in closing the gaps and developing key skills, so preparing them for SATs and for secondary school. Following on from the time missed from school during lockdown, it was important to establish a new baseline and analyse where key gaps	To raise the levels of attainment in Year 6 and across the school. To enable children to close gaps in learning and make good progress and to increase the number of	Regular assessments Data analysis Pupil progress meetings Learning walks Support and challenge for individual teachers Subject Leader Action Plans	

<p>scheme - investment in key learning resources, in particular in concrete resources that enable children to get a clearer understanding of key concepts and to be able to use a range of learning styles</p>	<p>were in learning, especially for children who had not engaged so consistently with the remote learning during lockdown. By establishing this baseline, the Assistant Heads, Curriculum Lead and Subject Leads could then work with teachers in developing a bespoke, personalised curriculum throughout Terms 1 and 2. Access to Mastery materials, high quality texts and a selection of concrete resources is fundamental in supporting this learning.</p>	<p>children at age-related expectations.</p>	<p>Book monitoring Staff meetings with additional training and support as needed Moderation meetings</p>	<p>£63,500</p>
<p><i>Language acquisition</i></p>				
<p>- SALT groups each afternoon and SALT teacher in 2 days a week - EAL support every afternoon - An EAL app that supports EAL learners in class</p>	<p>Early intervention with Speech and Language can support children across all subjects and areas of learning. Children who join the school with little or no English need extra support to learn the language and so integrate fully into the learning in their classrooms.</p>	<p>To ensure that children have strong language skills that enables them to access the learning in class and to make good progress across the curriculum.</p>	<p>Regular assessments and feedback through Pupil Progress meetings</p>	<p>£39,500</p>
<p><i>Assessment and monitoring</i></p>				
<p>- FFT and assessment system, including assessments</p>	<p>It is vital to track progress and attainment across the school, as well as to moderate results together to ensure</p>	<p>A rigorous assessment system which ensures a clear</p>	<p>Regular assessments Data analysis Pupil progress meetings</p>	

three times a year - Writing Moderation - Termly Pupil Progress Meetings	consistency. Furthermore, through regular meetings and analysis, focus children can be identified and actions can be put in place to support all groups of children.	understanding of children's progress and attainment.	Review by SLT	£63,500
<i>Emotional Health and Well being</i>				
- CPD by the EP - New PSHE scheme and SCARF resources	Support from the EP and the SENDCo/Deputy and the introduction of a new PSHE scheme to preparing teachers to understand the trauma many children would be facing as they returned to school after lockdown and support their emotional health and well-being throughout the year.	Children who have good emotional health and are able to clearly share and discuss and share worries and concerns.	Staff training Learning walks Support and challenge for individual teachers Subject Leader Action Plans Book monitoring Review by PSHE lead and Curriculum lead	£2,500
<i>Attendance</i>				
- Attendance officer - Termly meetings for families with persistent absence and lateness	It is vital that children are in school, ready to learn for any other approaches to make a difference, and also to understand any underlying causes of persistent lateness or absence.	Achieving the the key target attendance target agreed with governors	Review by Deputy and Attendance Officer	£6,000
<i>Increasing cultural capital</i>				
- CLC - Now Press Play - Subsidy of	Children need a wide range of experiences in order to widen their cultural capital and	To provide the children with a wide range of	Review by Curriculum Lead and SLT Pupil voice	

Learning Experiences	enrichment, which also broadens their language and understanding. While we have not been able to run Learning Experiences so far due to Covid restrictions, we hope to return to trips and visitors when possible.	experiences and opportunities to expand their understanding of the world around them and to expand their horizons.	interviews Staff meetings	£9,000
<i>Developing the broader curriculum</i>				
- Working on developing a more diverse curriculum - Participation in Lambeth's Raising the Game	It is important that our curriculum is representative of the world around and that we celebrate diversity, protect and promote 'race', ethnic, gender, LGBTQ+, age and disability equality across the year and across the curriculum. Opportunities across the curriculum will be developed to ensure a more diverse approach, for example in assemblies, in texts that are read, when discussing key figures (historical, scientific and more).	To provide children with a diverse and broad curriculum	Staff training Subject Lead action plans Review by SLT	£5,000

Review Date: July 2021