



## Stephen Freeman Primary School PLAN FOR USE OF PUPIL PREMIUM 2020-21

The Pupil Premium is additional funding given to schools and aims to close the gap in attainment between certain disadvantaged groups of pupils and those who are more well off. In 2020-21 funding was calculated on the basis of £1345 for each pupil who has been eligible for free school meals in the past six years, and £2,345 for looked after children in care for more than one day or adopted from care. There is a Service premium of £310 for children of families in the armed services. Early Years Pupil Premium is £302 for each pupil. The funding is provided to schools, which decide how best to spend this according to local needs and adds to the raft of activities and interventions already provided for all pupils.

**At Stephen Freeman School, we strive to: nurture and empower everyone beyond their expectations, by cultivating curiosity, celebrating individuality and creating life- long learners to contribute positively to the wider curriculum.**

The Governors receive regular monitoring reports on the progress of all children in the school and scrutinize the effectiveness of the different interventions.

(Note: information related to individual pupils remains confidential).

### **Barriers/areas we are addressing for Pupil Premium pupils**

- Low educational aspirations
- Lack of wider experiences
- Attendance and engagement with learning
- Self-regulation and emotional literacy

Parental engagement and support

Adult education



Number of school pupils 2020-21	416	
Number of pupils eligible for Pupil Premium 2020-21	110	
Amount of Pupil Premium received 2020-21	£133,810	

### Desired outcomes in 2020-21

	Desired outcomes	Success criteria
A.	Accelerated progress for children eligible for PP in all core areas	Reduction in attainment gap in core areas at statutory assessment points
B.	Narrowing and closing of attainment gap between disadvantaged and other pupils in reading	Significant narrowing or closure of attainment gap in Y1, Y2 phonics check. Narrowing/closure of gap in other years.
C.	Improved academic and emotional resilience, leading to better progress in school	Improved academic outcomes at statutory assessment points for PP children in core areas, and reduction in behaviour incidents for identified vulnerable children
D.	Improved levels of attendance for PP cohort, with reduction in late arrival	Increase average attendance of PP children to 95.5%+. Reduce attendance gap between PP/other children. Reduce late arrivals.
E.	Improved engagement achieved for those children from challenging backgrounds, and high quality pastoral support for vulnerable pupils	Improved academic outcomes at statutory assessment points for PP children in core areas, and reduction in behaviour incidents for identified vulnerable children
F.	Increased uptake of sport and cultural opportunities (outside school) for disadvantaged pupils	Tracking shows all PP pupils who request are able to access residential experience by Year 6. Increased proportion of PP pupils accessing extra-curricular cultural experiences.



## Plan for expenditure 2020-21

Desired outcome	Chosen action/approach	Evidence and rationale for this approach	How we will ensure it is implemented well	Staff lead	Planned review of implementation
Accelerated progress for children eligible for PP in all core areas	Staff CPD on Pupil Premium Mapping – identification of barriers and planning for class based provision	Our evidence and national experience (e.g. Extra Mile programme, DCSF) shows that maintaining high profile for PP children and identifying barriers has good impact on improving outcomes	Designate PP lead within SLT. Report to governors	Deputy head (CH)	July 2021
Improved academic resilience	Whole school training on promoting good emotional literacy and CPD in delivery of Nurture programme to target pupils – ELSA, Zones, Drawing and Talking	National evidence (EEF, Extra Mile) and qualitative analysis in school suggests that steps to promote academic resilience are significant in supporting disadvantaged pupils to achieve	Work with national charity : Family Links, Train, Quest for Learning. Report on resilience work to governors. Nurture programme supervised by EP/SENCO working with Point 5. Nurture intervention monitored by SENCO. Evaluation of impact by SLT.	Deputy Head ( CH)  SENCO (JH)	July 2021



Desired outcome	Chosen action/approach	Evidence and rationale for this approach	How we will ensure it is implemented well	Staff lead	Planned review of implementation
Improved progress and attainment by end KS2	Staff training on assessment and high quality feedback at point of learning  Additional teacher employed to support PP pupils within KS2.	Evidence (e.g. EEF toolkit) identifies quality feedback as an approach with high impact on pupil outcomes	Area of high focus in pupil progress meetings and staff performance reviews	Deputy head (CH)	July 2021
Accelerated progress for children eligible for PP in all core areas	Staff CPD on accelerating progress of disadvantaged pupils (Silver Star) and gap analysis for disadvantaged pupils	national/international programmes that Silver Star approach has good impact	Instructional leadership SLT targeted support for teaching in key years	Deputy head (JH)	July 2021
Narrowing and closing of attainment gap between disadvantaged and other pupils in reading and writing	Work with Emma Tarrant, English advisor to review approach to early reading and writing. Implement RWI phonics programme. CPD to be cascaded to all EYFS and KS1 staff	National evidence supports Hub approach.	Close monitoring and support from Reading Lead. 6x review/support visit from Hub specialist teacher	Reading Lead (TJ, HJ) Writing Lead (KW, LdB) Phonics (CW, KW, CH) Head teacher	July 2021



Desired outcome	Chosen action/approach	Evidence and rationale for this approach	How we will ensure it is implemented well	Staff lead	Planned review of implementation
Narrowing and closing of attainment gap between disadvantaged and other pupils in reading	Book Club for more able disadvantaged pupils in KS2 - via Dojo or face to face	Children from disadvantaged backgrounds typically have fewer opportunities to read with an adult	Implementation monitored by Reading leads ( TJ and HJ)	Literacy lead (KM)	July 2021
To improve communication and language skills for pupils eligible for PP within EYFS and KS1	Targeted support programme on S and L intervention.  Tracking o impact through use of BPVS in EYFS.  SALT to lead training for staff to ensure effective provision for identified children.	Children from disadvantaged backgrounds typically have large gaps in their oral language – EEF guidance relates to development of oral language capability.	Close monitoring and support from senior leadership team	EYFS lead (CW)  SENCO (JH)	July 2021
Accelerated progress for children eligible for PP in maths	Small group teaching for disadvantaged pupils during day to include tuition by Quest for Learning.	National evidence (EEF toolkit) and in school evaluation shows strong beneficial outcomes and from teacher-led in school interventions	Close monitoring and support from Maths Lead	Maths lead ( LR)  PP lead( CH) teachers, deputy head (NA)	July 20201
Narrowing and closing of attainment gap between disadvantaged and other pupils in reading	Utilize Lexia Reading software for targeted support of children at risk of underachievement in phonics in KS1	Evidence from assessments suggests disadvantaged pupils making slower progress than others in phonic acquisition. Evaluation of previous use suggests good impact and good value for money	On-going assessment by supporting TA, impact monitored by reading lead	Reading lead (HJ)	July 2021



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Narrowing and closing of attainment gap between disadvantaged and other pupils in reading	Utilise Project X Code to support children at risk of underachievement in Ks2	Proven systematic phonics progression, specifically targeted at struggling readers from Y2-4.	On-going assessment by supporting TA, impact monitored by reading lead	Reading lead (HJ / TJ)	July 2021
Improved attendance of disadvantaged children	Subsidised Breakfast Club, with targeted places for disadvantaged and vulnerable children	Past experience and in-school analysis shows that a place in Breakfast Club supports good attendance and an orderly start to the day	Monitoring of termly attendance figures by Deputy head, reported to SLT	Deputy Head (CH)	July 2021
Improved attendance of disadvantaged children	Regular attendance reviews led by Deputy Head, with targeted support for vulnerable families from school attendance team Parent Contracts	Best practice (and prior use of outreach worker) shows well established school processes for monitoring and feedback to parents on attendance has good impact	Deputy head to report to SLT and governors	Deputy Head (CH)	July 2021
Widening opportunities for children from disadvantaged backgrounds	Provide subsidised places on residential trips in Y3/4 and Y6  Target disadvantaged pupils for involvement in after-school activities, and wider sport and cultural opportunities	National evidence (e.g. The Extra Mile DCSF, 2009) and our experience and analysis of pupil engagement with extra-curricular activities shows importance of ensuring children have access to experiences they would otherwise miss	Track disadvantaged pupil engagement with sport, cultural and residential opportunities, through SLT	Head teacher(JB) Deputy head teacher (CH) EVC (MB)	July 2020/21



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<p>Ensure families are given opportunities for reflection, personal development and professional support</p>	<p>Dedicated inclusion team support will target vulnerable families and provide support from Early Help to CP.</p>	<p>Children of families struggling with mental health issues, financial concerns, domestic violence or drug / alcohol problems may develop emotional / behavioural issues of their own.</p>	<p>Track disadvantaged pupil behaviours through CPOMS and report to inclusion team / governors.</p>	<p>Headteacher ( JB) Deputy Headteacher (CH) DDSL – (SS) SENCO – (JH) Inclusion support – (DW)</p>	<p>July 2021</p>