

## Pearson Primary School

# Pupil Premium Statement 2020-2021

**The pupil premium is allocated to schools for;**

- **Children of statutory school age from low income families who are known to be eligible for free school meals (FSM)**
- **Children who have been looked after continuously for more than six months**
- **Children whose parents are currently working in the armed forces**

**The level of pupil premium is £1300 per pupil.**

**The DFE offer the following guidance;**

*In most cases the Pupil Premium is allocated to schools and is clearly identifiable. It is for schools to decide how the Pupil Premium , allocated to schools per FSM pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.*

**However they also state that;**

*Schools are free to spend Pupil Premium as they see fit. However they will be held accountable for how they have used additional funding to support pupils from low income families.*

**The purpose of this statement is to effectively plan the way the pupil premium money will be spent over the year and enable us to inform parents, carers and governors of the impact it has on outcomes for pupils.**

EEF Impact of School Closures 2020 - *Sustained support will be required to help disadvantaged pupils catch-up after they return to school. ...while efforts to support remote learning are likely to have been of considerable benefit to many children, and are likely to have reduced the overall amount of learning loss due to closures, there are indications that, overall, the remote learning that has taken place during school closures is likely to have further widened rather than narrowed the gap.*

# Pupil Premium Strategy Statement

## 1. Summary information

<b>School</b>	Pearson Primary School				
<b>Academic Year</b>	2020-21	<b>Total PP budget</b>	£110,500	<b>Total number of pupils</b>	205
<b>Date of next internal review of this strategy</b>			Feb 2021	Number of pupils eligible for PP	85

2018-19 Outcomes attainment (last complete academic year)			2019/20 Outcomes  Due to the COVID-19 pandemic, statutory assessments did not take place.  Internal monitoring at the end of 2019/20, following pupils' return to school after lockdown, indicated that basic acquisition of English was lower than expected in EYFS and that standards in reading fluency at KS1 and reading inference through KS2 was most significantly adversely affected.
	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>	
Year 6 - achieving expected in reading, writing & maths	R60% W93% M100% Combined 60%	R79% W86% M93% Combined 79%	
Year 6 - achieving GDS in reading, writing & maths	R27% W40% M53% Combined 27%	R29% W36% M57% Combined 21%	
Year 2 - achieving expected in reading, writing & maths	R80%, W60%, M70%	R79%, W78%, M68%	
Year 2 - achieving GDS in reading, writing & maths	R30% W10% M20%	R21% W11% M21%	
Year 1 - expected standard in phonic check	80%	95%	
EYFS - GLD	67 %	67%	

2020.21	Number in each Year Group							
	N	F2	Y1	Y2	Y3	Y4	Y5	Y6
<b>Disadvantaged</b>	-	-	9	13	9	14	10	11
<b>LAC/CP</b>	0	2	0	0	0	0	0	0
<b>EAL non-English at home</b>	0	6	18	22	18	17	21	11

2020.21 cohort EOY attainment 2018-19												
	Reading				Writing				Maths			
	% PP at ARE	% non-PP at ARE	% PP at GDS	% non-PP at GDS	% PP at ARE	% non-PP at ARE	% PP at GDS	% non-PP at GDS	% PP at ARE	% non-PP at ARE	% PP at GDS	% non-PP at GDS
Year 1												
Year 2	47%	57%	16%	7%	62%	51%	8%	13%	63%	51%	16%	7%
Year 3	60%	90%	10%	25%	40%	80%	10%	20%	60%	90%	0	20%
Year 4	65%	75%	15%	25%	51%	76%	8%	13%	58%	69%	15%	19%
Year 5	55%	74%	19%	42%	56%	69%	19%	27%	56%	80%	28%	32%
Year 6	60%	60%	10%	50%	50%	50%	10%	20%	50%	60%	10%	50%

**Barriers to future attainment (for pupils eligible for PP)**

**In-school barriers**

A - Children in receipt of pp historically make less progress in reading through KS2 and attain lower standards than their peers.

B - A significant number of pupils in receipt of PP have poor oral language skills and vocabulary development. Additionally, 40% do not speak English at home.

**External barriers (issues which also require action outside school)**

C - A significant number of pupils in receipt of PP have identified issues with attendance and punctuality.

D - Pupils who are eligible for PP are also members of other vulnerable groups, increasing the risk of social, emotional and behavioural difficulties, thus increasing their vulnerability to underachievement.

## 1. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Pupils in receipt of PP attain standards in line with national non-PP in reading	Increased rates of progress through KS2 and attainment in line with national non-PP in reading
<b>B.</b>	Pupils in receipt of PP achieve the same level of vocabulary development as their non-PP peers	PP pupils use and apply a broad range of vocabulary and achievement in writing increases
<b>C.</b>	Pupils in receipt of PP attend in line with all pupils nationally and are punctual for school. They attain outcomes that are similar to their peers.	Attendance % matches or exceeds national Internal records indicate that punctuality is improving
<b>D.</b>	LKS2 pupils (identified as a high number of vulnerable pupils) respond positively and are well integrated to school life	% of LKS2 pupils requiring additional support reduces over the year as their resilience increases

**Planned expenditure**

**Academic year 2020 – 2021**

The three heading below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

**Quality of teaching for all (Quality First Teaching)**

Desired outcome	Chosen action / approach	EEF Research link	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	What was the impact?	Will we continue this next year?
<b>A</b> - Pupils in receipt of PP attain standards in line with national non-PP in reading	Additional teachers for WAVE 1 reading and phonics teaching in KS1  ASAs deployed to pre-read texts to support access to quality first teaching in years 2 and 3.	Making best use of teaching assistants	Because of local lock down, a significant number of pupils are vulnerable to having gaps in reading and phonic knowledge at a critical point in their early reading development. Increasing pupil's access to first quality teaching is a priority.  <i>Findings from...studies suggest that children from the most disadvantaged families are spending less time on learning activities, are submitting less work and typically have access to fewer resources at home. (e.g. Sutton Trust, 2020; Institute for Fiscal Studies, 2020).</i>	Regular monitoring of teaching and learning. 4-weekly intervention reviews Pupil progress meetings	Reading Lead PN	Additional teachers who worked with targeted groups in lessons ensured that children had high quality teaching to plug gaps and minimize the risk of regression.  ASAs in years 2 and 3 were redeployed to support remote access to reading during times of partial school closure. This ensured that children had a 1:1 reading session with a skilled adult at least twice a week.  On return to school in March 2021, disadvantaged children in year 2 were working at a similar standard as their peers in reading. By the end of the year, disadvantaged children outperformed their peers by 10%.	Yes – Reading is a priority for School Improvement Planning in 2021.22.  Additional teachers will continue to support the progress of targeted children alongside the implementation of Read, Write, Inc.
<b>B</b> - Pupils in receipt of PP achieve the same level of vocabulary development as their non-PP peers	Implement explicit practice in the teaching of vocabulary in the foundation subjects.  Implement revised assessment practice	Peer Tutoring evidence summary/ Oral Language evidence summary	Two thirds of children speak a different language than English at home. 40% pupils are learning 3 languages.  All pupils will benefit from a structured approach to developing vocabulary, utilising peer to peer strategies.	Regular monitoring and evaluation through observing and talking to pupils and reviewing work samples.	Curriculum Lead IL	Planning is well underway for the explicit teaching of vocabulary. Tier 2 vocabulary is mapped out across foundation subjects and learning and teaching strategies are under development. Implementation was interrupted by partial school closure.  Procedures for language assessments refined to support	Yes – Improving children's application of language is a School Improvement Priority for 2021.22.  The Modern Foreign Language programme of study is to be changed to Latin to support universal language development.

	Implementation of a structured computer based English Language development programme.	EEF Remote Learning – Rapid Evidence Assessment.	'...games for learning were found to have a high impact on vocabulary learning in foreign languages.' (IFS, 2020)			identification of need and signposting of provision to support language development within classrooms.	
<b>D - LKS2</b> pupils (identified as a high number of vulnerable pupils) respond positively and are well integrated to school life	<p>Build resilience through the YoungMinds toolkit.</p> <p>Provide fruit for the whole school at break time</p> <p>Breakfast Club provided.</p> <p>Provision of Family Support worker for 1:1 support; attendance, well-being, behaviour support; liaison with outside agencies etc</p> <p>Additional Ed Psyc. Time as required.</p> <p>LKS2 to participate in Nature Friendly Schools initiative.</p>	<p>Metacognition and self-regulation evidence summary</p> <p>EEF Improving Behaviour in Schools</p>	<p><i>Challenging experiences for pupils at home or in the community may negatively affect their ability to learn or cope with the school environment, which could lead to a withdrawal from learning.</i></p> <p>Engaging with Nature Friendly Schools and proactively working on positive experience that builds community and resilience is a priority for engaging hard to reach children.</p> <p><i>The EEF 'Magic Breakfast' research showed that pupil behaviour and attainment improved for schools that ran a breakfast club.</i></p>	Audit process as part of Nature Friendly School. Link Senior Leader and behaviour lead in phase.	SEND Co/inc lusion lead - JJ	<p>Resources were redeployed during remote education to support vulnerable children to access learning through school or remotely.</p> <p>Considerable resource was required to provide physical and emotional support for children and their families during extended lock down periods. Community relationships have been strengthened significantly this year.</p> <p>Trust monitoring found that engagement with remote learning was high and that the school was supporting the needs of its most vulnerable families effectively.</p> <p>On return to school in March children were well supported to return to school, clubs ramping up to reopening were well attended, and strengthened communication supported smoother operational activity.</p>	<p>Yes. Continued investment in providing vulnerable children with safe places to talk through Nature Friendly schools will continue.</p> <p>Breakfast club requires a heavier investment to develop this as a well-established 'activity' opportunity at a more suitable time for the community.</p>

### Targeted support

Desired outcome	Chosen action / approach	EEF Research link	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	What was the impact?	Will we continue this next year?
<p><b>A</b> - Pupils in receipt of PP attain standards in line with national non-PP in reading</p>	<p>Targeted Wave 2 phonics intervention delivered by a teacher.</p> <p>Targeted intervention led by trained ASA, focussed on reading fluency then reading comprehension in years 4 and 5.</p>	<p>Making best use of teaching assistants</p>	<p>Although disadvantaged pupil progress in reading is typically more rapid than National, there is a significant gap between disadvantaged pupils and their peers in school.</p>	<p>Bespoke wave 2 intervention to be delivered by teachers.</p> <p>Interventions delivered by ASAs will be structured and have a proven, high impact record.</p> <p>Interventions will be monitored by phase leaders and SLT on a 4-weekly basis to ensure swift adaptations and consistently effective use of lesson time.</p>	<p>Reading Lead PN</p>	<p>Targeted intervention in the form of an extended school day in upper school was successful and secured good progress.</p> <p>Phonics intervention was in place and ASAs were redirected to provide remote access to phonics and reading teaching during school partial closure. Although progress was made, it was not rapid enough to narrow the gap for learners.</p> <p>A considerable amount of CPD was provided for ASAs during National Lockdown to support best practice for the summer intervention program. Flexible grouping became a key strategy to support 'keep up' in reading. Despite COVID interruptions, disadvantaged children perform broadly similarly to their peers across the school.</p>	<p>Yes, the extended school day has been highly effective and has mitigated the risk of disadvantaged children missing other areas of the curriculum to attend necessary intervention.</p> <p>Read, Write, Inc. is to be invested in for 2021.22 to provide up to date training for lesser experienced adults in school and to support the implementation of pedagogy that better suits the need of lower ability learners or those who are learning English as a second or third language. All children are to be screened for Summer holiday regression on return to school in 2021.22.</p> <p>Additional intervention required to increase percentages of children moving from ARE to GDS in 2021.22.</p>

<p><b>B</b> - Pupils in receipt of PP achieve the same level of vocabulary development as their non-PP peers</p>	<p>ASA led intervention. 26 PP children to benefit.</p> <p>Talk boost, stories for talking, Time to talk for targeted pupils in EYFS, Y1 &amp;Yr2</p> <p>Additional ASA's in LKS2 delivering words first intervention</p> <p>Additional Speech and Language sessions (Initial screening for EYFS children) NELI</p> <p>Remote learning games provided for use at home and for breakfast club etc.</p>	<p>Oral Language evidence summary</p>	<p>Two thirds of children speak a different language than English at home. 40% pupils are learning 3 languages.</p> <p><i>'...games for learning were found to have a high impact on vocabulary learning in foreign languages.'</i> (IFS, 2020)</p> <p>In the event of high rates of absence for disadvantaged EAL learners, as a result of COVID-19, we aim to provide access to remote games to substitute exposure to the English language, specifically in non-English speaking homes.</p>	<p>Utilising Language Screening tools to monitor impact.</p>	<p>Curriculum Lead IL</p>	<p>Neli assessments complete and intervention began in the Summer. This intervention was provided in EYFS and extended to Year 1 to support pupils who had a language deficit. Programme due to finish during Autumn 2021.22 to measure impact.</p> <p>Language for Thinking interventions to begin in Autumn 2021.22.</p>	<p>Yes. Neli intervention to be completed with EYFS children in year 1.</p> <p>Language for Thinking interventions to run as required through screening.</p>
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<p>C - Pupils in receipt of PP attend in line with all pupils nationally and are punctual for school. They attain outcomes that are similar to their peers.</p>	<p>Provision of Family Support worker to monitor and support attendance, specifically those who have previously been Persistently absent. A budget to support the implementation of attendance action plans.</p> <p>ASA training in providing 'catch-up' intervention for absent pupils.</p> <p>Implement Reintegration Catch Up Programme for absent pupils.</p>	<p>Improving Behaviour in Schools</p> <p>Making best use of teaching assistants</p>	<p><i>'The severe negative effect of absence poses a particularly high risk for disadvantaged children'</i> (Department for Education, 2019b)</p> <p>Ensuring high levels of attendance is key. A family support worker with the capacity to design and implement bespoke action plans is key.</p> <p><i>'(Pupils)...who typically have lower rates of attendance and whose families have indicated that they would be substantially less likely to send their child back to school if given the choice.'</i> (IFS, 2020).</p>	<p>Highly trained staff and regular monitoring.</p>	<p>DHT - CN</p>	<p>Considerable resource dedicated to supporting the most vulnerable pupils to attend school both face to face and remotely.</p> <p>Strengthened tracking and monitoring systems supported swift interventions to;</p> <ul style="list-style-type: none"> <li>-provide remote work for pupil's self-isolating</li> <li>-provide technology for children who were working remotely</li> <li>-support pupils to attend school if they were not engaging in remote learning</li> <li>-attend school regularly when face to face opportunities were available.</li> </ul> <p>The number of disadvantaged children attending breakfast club to support good attendance has increased since reopening in March 2021.</p> <p>Despite the significant challenges of the past year, the number of disadvantaged pupils who are PA has remained stable compared to similar periods of time pre pandemic.</p>	<p>Yes. Family support worker is highly effective at supporting good rates of attendance.</p> <p>Punctuality of disadvantaged pupils is a key issue for next academic year.</p>
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<p><b>D - LKS2</b> pupils (identified as a high number of vulnerable pupils) respond positively and are well integrated to school life</p>	<p>1:1 ELSA support and resources</p> <p>Leadership time for behaviour lead teacher and ASA, TAC meetings in place.</p> <p>Use of ASA's to provide lunchtime activities to ensure the PP children with SEBD are ready for learning in the afternoon.</p> <p>Additional Educational Psychology time to support pupils with SEBD through leading staff training, drop in sessions and working with parents.</p> <p>Fairshare provided</p> <p>Alternative provision within Trust when necessary.</p>	<p>Making best use of teaching assistants</p> <p>EEF Improving Behaviour in Schools</p>	<p><i>For those pupils who need more intensive support with their behaviour, a personalised approach is recommended.</i></p> <p><i>Recommendation 6 – consistency is key. Ensuring that leadership time is protected, that roles and responsibilities are clear and that Team Around a Child (TAC) meetings take place regularly is key to ensuring high levels of communication and consistency around strategies.</i></p>	<p>Highly trained staff and regular monitoring.</p> <p>Lead SLT for behaviour and attitudes</p> <p>TAC meetings to review implementation of bespoke strategies and ensure swift adjustments where necessary.</p>	<p>Behaviour Lead - JW</p>	<p>Trust monitoring found that engagement with remote learning was high.</p> <p>On return to school in March, activities at lunchtime have been well utilised to support cohesion and social development following an isolated year. The number of incidents at lunchtime have reduced and children report enjoying unstructured times of the day and contributing to school life.</p> <p>Two children at risk of exclusion have benefitted from a placement in a Trust school with specialised SEND and behaviour support to keep them in education. TAC meetings well support the consistent implementation of graduated responses for children.</p>	<p>Yes, ELSA worker is effective and necessary to support a small minority of disadvantaged children to access school life.</p> <p>Investment in the NPQ for Culture and Behaviour will be actioned next year.</p>
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### 3. Other approaches

Desired outcome	Chosen action / approach	EEF Research link	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	What was the impact?	Will we continue this next year?
To ensure that Pupils eligible for the Pupil Premium have full access to the school's offer.							
To build self-esteem, confidence and support social and emotional learning	Subsidised trips and visits, including residential PGL .	EEF Improving Behaviour in Schools	Subsidization supports pupils to access all areas of our curriculum offer. PGL has a measured impact on community cohesion and individual confidence.	Monitoring of access and swift support.	EWO DR	<p>Many trips and visits were cancelled during this year due to restrictions.</p> <p>Money was reallocated to provide families with resources to support well-being and mental health at home. Mindfulness colouring books, family games etc.</p>	Yes. Subsidization supports pupils to access all areas of our curriculum offer. PGL has a measured impact on community cohesion and individual confidence.
To encourage the development of children's skills and talents in a range of areas	Subsidised music and PE lessons including transport to events.		Subsidization removes barriers for children to access specialist clubs and lessons to pursue their talents.	Reviews of emerging talents and interests by Family Group leaders and other staff.	Curriculum Lead IL	<p>Music provision continued remotely throughout the year remotely.</p> <p>Half term clubs established with First Steps to provide the most vulnerable children with food and activity during holidays.</p>	Yes