



Pupil Premium funding statement for Ab Kettleby Primary School 2020-21

Overview

Number of children in school	69
Proportion of disadvantaged children	10%
Pupil Premium fund allocation this academic year	£5,690
Publish date	October 2020
Review date	July 2021
Pupil Premium lead	Steve Nash
Governor lead	Sandie Williamson

What is the Pupil Premium funding?

Pupil Premium funding is extra money allocated to schools by the government to help them overcome the barriers to learning and close the gap in attainment for disadvantaged pupils.

Pupil Premium funding is allocated to schools based on the number of children in the school who are:

1. In receipt of Free School Meals or have received Free School Meals in the last 6 years
2. In care or who have been under the care of the Local Authority for 1 day or more
3. Adopted from care or who have left care under a Special Guardianship or Residence Order
4. Children of British Armed Service Personnel or recorded as Ever 6 Service Children or in receipt of a child pension from the Ministry of Defence

What were the outcomes for disadvantaged children last academic year?

Measure	Disadvantaged children	Non-disadvantaged children
% achieving expected standard at key stage 2 (Year 6)	N/A because no national tests	N/A because no national tests
% achieving above expected standard at key stage 2 (Year 6)	N/A because no national tests	N/A because no national tests
Reading progress	N/A because no national tests	N/A because no national tests
Writing progress	N/A because no national tests	N/A because no national tests
Maths progress	N/A because no national tests	N/A because no national tests



How do we intend to spend the Pupil Premium this academic year?

Teaching priorities for the current academic year

	Target	What will we do?	The intended impact
A	To improve outcomes in reading	Accelerated Reader computing program to encourage reading for pleasure and improve comprehension (EEF* research), and a new book-based curriculum to encourage a love of books.	All disadvantaged children to achieve national average progress scores in key stage 2 reading, writing and maths, and increase the % of disadvantaged children achieving age related expectations in reading, writing and maths.
B	To improve outcomes in writing	Talk 4 Writing approaches used in classes where needed. Reason for writing explained to children. Handwriting approach improved to ensure fluency and therefore ability to write better.	
C	To improve outcomes in maths	Mastery approach developed further (EEF research). Opportunities for challenge clearly shown.	
D	To improve phonics results	Grouping children into smaller groups with children at similar phase. Training for all staff who teach phonics.	All disadvantaged children to achieve national average attainment in the phonics screening check.
Projected spending: £2,000			

*EEF = Education Endowment Foundation

Targeted academic support for the current academic year

	Target	What will we do?	The intended impact
E	To ensure all staff use evidence-based teaching interventions.	Research which interventions will have the most effect on outcomes, using the EEF as a starting point. These could include metacognition and self-regulation, oral language interventions or peer tutoring.	Evidence-based teaching interventions will be used along with accurate assessments of what children know and what they need to know next so they can have 1:1 or small group support in specific areas of their learning. This will allow children to make accelerated progress in their learning (especially reading, writing and maths).
Projected spending: £2,000			



Wider strategies for the current academic year

	Target	What will we do?	The intended impact
F	To improve the social, emotional, and mental health (SEMH) of disadvantaged children.		Staff will discuss needs with children, as well as use schemes of work, to decide what social, emotional, and mental health learning to teach and when. By giving children the confidence and knowledge to know that they have someone to talk to, and someone who will be able to support them to make positive changes, children will have improved SEMH.
G	To ensure all disadvantaged children are able to take part in remote (online) learning if the need arises due to coronavirus		To lessen the negative effect of more time without lessons in school, disadvantaged children and their families will be prioritised to provide internet access and/or devices to get onto the internet to allow them to take a full part in remote learning if necessary.
Projected spending: £2,000			

How will we monitor the Pupil Premium spend and impact?

The progress of all disadvantaged children is closely tracked, and we will review the impact of any Pupil Premium spending on the progress of the disadvantaged children. If something is not having the intended impact, we will review whether it is appropriate to continue, or if it needs to be adjusted. We will also continue to allocate funds to support the individual needs of these disadvantaged children in order to remove any barriers to learning and ensure maximum progress.

We will use the EEF's 'Schools guide to implementation' model which is structured as:

Explore ➡ Prepare ➡ Deliver ➡ Sustain ➡ [repeat...]



Why have we decided to spend the Pupil Premium this way?

We are very mindful of the effect of the national partial school lockdown because of the coronavirus pandemic on all children, and particularly on disadvantaged children. We want to do all we can to ensure disadvantaged children have the best chance to catch up on lost learning (both academic and social and emotional) and want to ensure they have the opportunity to work on their mental health and well-being.

There are also many potential barriers for disadvantaged children that we are looking to overcome, such as:

- Disadvantaged children are more likely to achieve lower outcomes in academic assessments (e.g. EYFS 'Good level of development', Year 1 phonics screening check, Year 2 KS1 SATs, Year 4 multiplication tables check, Year 6 KS2 SATs) compared to non-disadvantaged children.
- Disadvantaged children may start school with lower levels of development compared to non-disadvantaged children.
- Disadvantaged children are more likely to have additional Special Educational Needs and Disabilities (SEND) or social, emotional or mental health needs compared to non-disadvantaged children.
- Disadvantaged children are more likely to be excluded from school compared to non-disadvantaged children.
- Disadvantaged children are more likely to have lower attendance at school compared to non-disadvantaged children.
- Disadvantaged children and their families are more likely to have other difficulties that may be barriers to learning compared to non-disadvantaged children.
- Disadvantaged children may be more likely to have challenges preventing them from being able to participate fully in remote learning (e.g. lack of electronic devices, or lack of internet).

Review of last year's aims and outcomes

- Due to the pandemic national partial school closures from 20th March 2020, this section will review the progress from August 2019 up to March 2020, as well as any other progress able to take place during the lockdown period.
- There were no national tests so no published data for the academic year 2019-2020, so a qualitative approach has been taken.

Aim	Outcomes
To improve reading, writing and maths for the whole Pupil Premium group	Steady improvement in disadvantaged pupil progress from start of 2019 until March 2020.
To improve the social and emotional health and well-being of the whole Pupil Premium group	Staff carried out safe and well checks with families of disadvantaged children, including phone calls and socially distanced visits where learning, games and food parcels were delivered as needed.
Make sure disadvantaged children have the opportunity to attend all paid for trips in school	Disadvantaged families were able to pay reduced rates for trips etc., but there were no trips after March 2020.

