

## Ford End CE VC Primary School pupil premium strategy statement

Summary information					
<b>School</b>	Ford End CE VC Primary School				
<b>Academic Year</b>	2020/21	<b>Total PP budget</b>	£14795	<b>Date of most recent PP Review</b>	July 2020
<b>Total number of pupils</b>	80	<b>Number of pupils eligible for PP</b>	11(14%)	<b>Date for next internal review of this strategy</b>	July 2021

Current attainment	
No up-to-date results due to Covid-19 and lockdown.	No up-to-date results due to Covid-19 and lockdown.
Barriers to future attainment (for pupils eligible for PP)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
<b>A.</b>	A number of pupils do not have a good understanding of concepts, which limits their ability to achieve greater depth in Reading, Writing and Maths.
<b>B.</b>	Pupils have insufficient support at home to help them develop reading, writing and basic maths skills as rapidly as we would like.
<b>C.</b>	Social/emotional issues impact negatively on pupils' ability to support self-regulation, independence and self-esteem.

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<b>External barriers</b> <i>(issues which also require action outside school, such as low attendance rates)</i>	
<b>D.</b>	Financial – Many children have less access to cultural and social experiences, which would enhance their skills, knowledge and understanding.
<b>E.</b>	A lack of communication due to increased technology results in a restricted range of vocabulary and a lack of enthusiasm for learning outside of school.
<b>F.</b>	Low attendance/poor punctuality due to issues arising from home.
<b>Desired outcomes</b> <i>(Desired outcomes and how they will be measured)</i>	<b>Success criteria</b>
<b>A.</b>	PPG children (and those with SEND) are able to make progress, relative to their starting points
<b>B.</b>	Provide an environment, which is conducive to learning, where children can have access to resources to support learning and to provide adult support to complete tasks so that PPG are not disadvantaged by their home learning environment.
<b>C.</b>	Children (and their families) with emotional and mental health issues are able to access appropriate support from the school and outside agencies, where appropriate.
<b>D.</b>	All children, regardless of their personal circumstances, have equal access to a range of enrichment activities
	<ul style="list-style-type: none"> <li>• Pupils eligible for PPG in Year 6 make good progress</li> <li>• Pupils are able to access the curriculum at their level</li> <li>• Percentage of children reaching ARE is better than the national average</li> <li>• Higher ability PPG children are able to exceed national expectations</li> </ul>
	<ul style="list-style-type: none"> <li>• A greater number of PPG children reach age-related expectations based on end of KS2 tests</li> <li>• Pupils eligible for the PPG are able to access resources (including adult support) that support learning beyond the classroom.</li> <li>• Increased attendance at clubs and at lunchtime learning sessions.</li> </ul>
	<ul style="list-style-type: none"> <li>• Children (and their families) have access to HT during the school day.</li> <li>• Children have access to Family Support Worker/counselling from outside agencies</li> <li>• Positive mental health has a positive impact on progress and attainment</li> </ul>
	<ul style="list-style-type: none"> <li>• Disadvantaged pupils will be able to experience new and/ or challenging activities</li> <li>• Disadvantaged pupils' cultural and social understanding will be developed through rich and stimulating trips, visits and activities</li> <li>• Disadvantaged pupils will be able to participate in all clubs provided in school</li> <li>• Disadvantaged pupils' confidence, perseverance and social skills will be developed through enrichment activities</li> </ul>

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<b>E.</b>	Children will become resilient and enthusiastic learners. They will develop a wider vocabulary, which will enable them to access a range of concepts.	<ul style="list-style-type: none"> <li>• The gap between the attainment of advantaged and disadvantaged pupils will diminish further.</li> <li>• Children's aspirations for what they can achieve in the future, are raised.</li> <li>• Disadvantaged pupils will find it easier to access challenging concepts through a wider vocabulary.</li> <li>• A greater percentage of PPG children will achieve greater depth</li> </ul>
<b>F.</b>	The attendance and punctuality of children who are in receipt of the pupil premium grant is improved.	<ul style="list-style-type: none"> <li>• The attendance of children identified as 'persistent absentees' is improved</li> <li>• The punctuality of all children who are persistently late is improved</li> <li>• Children's attainment is improved because of regular attendance and good punctuality</li> </ul>

Planned expenditure					
Academic year	2020/2021				
Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

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<p>PPG children (and those with SEND) are able to make progress, relative to their starting points HT/SENCO/HOS</p>	<p>Quality first teaching. PPG children will form the basis of pupil progress meetings; teachers will identify barriers to learning and ways to overcome these.</p> <p>Small group teaching by Catch up teacher</p>	<p>Effective differentiation and support in class will enable all children to achieve as successfully as their peers. Interventions, as identified through assessment of learning, will be implemented to enable gaps and misconceptions to be addressed. Small group teaching will allow teaching to be personalised to each child's needs. Objectives will be fine-tuned to ensure all children will be able to access the learning. Sutton Trust Toolkit recommendation.</p>	<p>Employ a new teacher and restructure the classes so that we have 4 class bases – EYFS, Yr1/2, Yr 3/4 and Yr 5/6. This will ensure smaller classes with not so many year groups in one class. This will promote quality first teaching and hopefully impact on PPG children. Triangulation Pupil Progress meetings Sessions will be timetabled weekly.</p>	<p>HT/SENCO/ HOS</p>	<p>Pupil progress meetings will be held in the autumn term 2020, spring term 2021 and summer term 2021.</p>
<p>Provide an environment which is conducive to learning, where children can have access to resources to support learning and to provide adult support to complete tasks so that PPG are not disadvantaged by their home learning environment</p>	<p>Targeted support within the classroom. TAs trained and directed by staff to support children</p>	<p>Some children have no socialisation at home, coming to school and nobody at home willing to support their education (i.e. listening to them read, helping with homework, etc.)</p>	<p>Employ a part-time 'Catch – Up' teacher for the Autumn and Spring terms to support children following the summer lockdown period. In particular the children in receipt of the PPG. Analysis of FFT data gives staff an awareness of PPG children and strategies will be implemented within the classroom to support learning.</p>	<p>HT/SENCO/ HOS</p>	<p>Booster sessions will be run in consultation with Year 6 teacher to identify pupils who would benefit from small-group teaching</p>

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Behavioural issues of pupils eligible for the PPG is addressed	Staff will consistently follow the Behaviour Policy. Where appropriate, the school will liaise with parents to manage behavioural issues.	Consistent adherence to the Behaviour Policy will ensure children are aware of consequences. A work-like ethos will be established where all children are eager and able to learn.	Triangulation matrix observations to monitor behaviour within class. Regularly remind teachers of the importance of following the Behaviour Policy	SLT	Behaviour Policy is implemented from the beginning of the Autumn term
Children (and their families) with emotional and mental health issues have unlimited access to school staff and are advised how to access suitable support from outside agencies.	Safeguarding Policy is followed and CPOMS is regularly updated and followed through. Parents are informed (where appropriate). Referrals made to YMCA/Kids Inspire and/or Family Solutions. In severe cases, referrals will be made to EWMHS.	Good mental health will help to facilitate learning. Positive learning behaviours, including perseverance and resilience will be nurtured and encouraged to flourish.	SLT will liaise with all staff.	SLT	Head teacher/HOS will liaise on a daily basis, if any issues arise

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Improved progress for high attaining pupils	Quality first teaching. Interventions will be led by classteacher or LSA based on the specific needs of the children Booster groups for high ability PP. Small group tuition focussing on mastery elements of the curriculum.	Evidence suggests that high ability PP children do not achieve as highly as non - PPG with the same prior achievement.	Sessions and planning will be monitored to ensure challenge.	HT/HOS	High quality teaching and interventions will be implemented in the autumn term. Booster groups for high ability children will be implemented in the spring term.
<b>Total budgeted cost</b>					£14795

<b>Review of expenditure</b>	
<b>Previous Academic Year</b>	<b>2019/2020</b>

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Desired outcome	Chosen action / approach	Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improved language skills	1:1 and small group work in class	The impact of this action was lessened by the national lockdown in March, however we did have 2 terms where the Assistant SENCo worked with targeted groups of children including children in receipt of PPG. Children are able to hold confident conversations.	Children need to be exposed to quality language either from the teachers or the written text. This is for all children not necessarily just PPG children	£2,825
Greater resilience	Enrichment opportunities (clubs and equipment)	Children have felt more confident and pupils are exposed to a greater variety of language and opportunities to express themselves	It is vital that all children join extra- curricular clubs to enrich their lives and their spoken language.	£9,713

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<p>Pupils' well-being is improved enabling good progress</p>	<p>Family Support Worker (YMCA)</p>	<p>Pupils' well-being improved and made at least expected progress.</p>	<p>The importance of well-being and good mental health is never more important than now as the country is still in lockdown. This will need to be high profile and teachers will need to be aware of any children showing signs of distress.</p>	
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