|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Summary Information | | | | | |
| School: | Yaxham C E VA Primary School | | | | |
| Academic Year: | 2020-2021 | | Total Pupil Premium Budget for Year: | £*24,520* | |
| Total Number of Pupils: | 84 | | Number of Pupils Eligible for Pupil Premium: | 16 | |
| Amount Per Pupil: | £1,345  £2,345 for Looked after Children and Children who have ceased being looked after  £310 for Service Children | | Date of next Pupil Premium Strategy review: | Sept 21 | |
| At Yaxham Primary School, we believe that by having the highest expectations of all learners, the highest possible standards will be achieved. Some pupils from disadvantaged backgrounds require additional support; therefore, we will use all the available resources to help them reach their full potential, especially after a long period of home learning. The performance of children eligible funding is on an upward trend but generally children is this group still do not perform as well as their peers. We have used funding to ensure these children make expected or better progress, we will continue to monitor planned intervention and adapt the plan as necessary.  The Pupil Premium Grant provides funding for the following policies:   * Raising the attainment of disadvantaged pupils of all abilities to reach their potential * Supporting children and young people with parents in the regular armed forces | | | | | |
| Current Attainment – End of Key stage data is not available for 2020 due to the cancellation of Statutory Assessment (KS2 2019) | | | | | |
|  | | Pupils eligible for PP (School) | Other Children (National) | | |
| % Achieving ARE in Reading, Writing and Maths | | 33% | 40% | | |
| Progress in Reading | | -0.8 | -1.2 | | |
| Progress in Writing | | 0.4 | -1.8 | | |
| Progress in Maths | | -4.7 | -6.1 | | |
| In-School Barriers:   |  | | --- | |  | | | | | | |
| 1. Progress at KS2 has been well below national average in recent years, particularly for children from disadvantaged backgrounds. | | | | | |
| 1. The number of children from disadvantaged backgrounds working at greater depth in Reading, Writing and Maths at EYFS, KS1 and KS2 is significantly lower than other children nationally. | | | | | |
| 1. Social and emotional barriers have led to children having fixed mind-sets, low levels of confidence and motivation. | | | | | |
| External Barriers: | | | | | |
| 1. Early childhood experiences lead to sensory processing difficulties for some children | | | | | |
| 1. Parents engagement in children’s learning | | | | | |
| 1. Access to technology at home has limited home learning | | | | | |
| 1. Access to a range of experiences to enhance school curriculum | | | | | |
| Aims and Outcomes | | | | | |
| Desired Outcome: | | | Success Criteria: | | |
| 1. Improved levels of progress in Reading, Writing and Maths at KS1 and KS2 | | | Children eligible for PP will make similar progress to other children nationally between key stages | | |
| 1. Increase number of children working at Greater Depth at the end of key stages in line with other children nationally | | | More-able children eligible for PP make good or better progress to work at greater depth, exceeding ARE | | |
| 1. Increased confidence, motivation and growth mind-set | | | Children eligible for PP will respond to positive behaviour strategies and the growth mind-set approach, accelerating their levels of progress to meet or exceed ARE by the end of the year | | |
| 1. Provision meets the developmental needs of all children | | | Children have appropriate intervention in place and make better/accelerated progress, diminishing the difference between them and other children in their year group | | |
| 1. Opportunities for parental engagement to support children’s learning | | | Children eligible for PP make good or better progress as a result of parental engagement. Improved communication between home and school. A range of opportunities for parents to engage in children’s learning happening in each class on a regular basis. Activities planned match gaps in children’s learning and parents given specific information in order to support learning. | | |
| 1. Access to technology at home has limited home learning | | | Children can continue to access learning should they have to self-isolate | | |
| 1. Children access a range of activities to enhance the curriculum, including after-school clubs and activities | | | Children eligible for PP have access to experiences beyond the classroom, increasing their knowledge of the wider world. | | |
| How improvement will be measured: | | | | | |
| 1. Progress in Reading/Writing/Maths in KS2 at 0.0 | | | | | |
| 1. The number of children eligible for PP exceeding ARE increases to be in line with other children nationally  * 25% Working at Greater Depth in Reading at the end of KS1   16% Working at Greater Depth in Writing at the end of KS1  21% Working at Greater Depth in Maths at the end of KS1   * 25% Working at Greater Depth in Reading at the end of KS2   18% Working at Greater Depth in Writing at the end of KS2  23% Working at Greater Depth in Maths at the end of KS2 | | | | | |
| 1. Attainment for children eligible for PP is in-line with other children nationally  * KS1 65% R/W/M Combined * KS2 64% R/W/M Combined | | | | | |
| 1. Provision meets the developmental needs of all children  * Adjustments made to the environment and timetable to meet needs * Observations show all children able to access the curriculum and suitable provision is in place | | | | | |
| 1. Outcomes as above. Increased number of parents engaging with school. Monitoring | | | | | |
| 1. Improved access to internet/access to technology at home | | | | | |
| 1. 100% Children eligible to PP accessing school visits and extended day activities | | | | | |
| Outcome | Action | Rationale | Monitoring | Who? | Cost | When |
| 1. Improved levels of progress in Reading, Writing and Maths at KS2 | * Ensure all children receive quality first teaching * Assess children’s gaps through PUMA/PIRA, dyslexia/dyscalculia assessments * Children below ARE or not making expected progress receive targeted intervention to accelerate progress * Children have access to additional resources to support learning such as Clicker 7 & Dynamo Maths * The curriculum is enhanced to widen children’s experiences through experiences such as author visits * Senior leaders monitor progress of vulnerable groups | * Intervention to diminish difference between PP and other children | * Monitor   teaching   * Pupil Progress meetings include subject leads, tracking progress of all PP children * Monitor impact of intervention | Teachers  subject leads  SENCO  HT  Pupil Premium governor | £18,000 Staffing  £1000 (additional resources)  £1000 supply to support  monitoring training and teacher led  intervention | Termly |
| 1. Increase number of children working at Greater Depth at the end of key stages in line with other children nationally | * Improve learning behaviours and growth mind set through focused teaching sessions * Ensure teacher subject knowledge tight and consistent - see maths and English subject plans * Activities to enhance the curriculum and inspire children’s interest   *(through experiences such as author visits)* | * Challenge for all learners needs to increase, those eligible for PP have performed below other children and typically have low self-esteem | * Monitoring teaching * Pupil Progress meetings include subject leads, tracking progress of all PP children * Monitor impact of intervention | Class teachers/  subject leads/  SENCO/  HT/ Pupil Premium governor | £200.00 resources  £220.00 training  £500.00 visits and visitors | Termly |
| 1. Increased confidence, motivation and growth mind-set | * Improve self-esteem/positive learning behaviours through a variety of interventions to support emotional well-being * Support upper KS 2 children through the Activ8 programme. * Support individual boys through ‘Man by Choice’ programme as a follow on from Activ8 | * Research on approaches in other schools has shown focus on behaviours for learning has had a positive impact on similar groups children. | * Monitor impact of behaviour policy, track PP Children’s rewards * Monitor engagement in Activities: * Activ8/Man by choice * Lego Therapy   (Baseline/end of programme assessment) | Class teachers/  subject leads/  SENCO/  HT/ Pupil Premium governor | £1400. (Activ8 PV)  £400.00 (resources/training/staffing) | Termly |
| 1. Provision meets the developmental needs of all children | * Staff are trained and understand sensory processing and attachment issues * Provision adapted, providing timetable adjustments, sensory support, flexible seating etc. | * Recommendations following sensory support and other external agencies | * Pupil Progress Meetings * Learning Walks * Individual Progress Meetings for individuals * EP Observations | Class teachers/  subject leads/  SENCO/  HT/ Pupil Premium governor/EP/Other external agencies involved | £200 Seating/resources for sensory circuits etc.  £540 Training and supply cover |  |
| 1. Opportunities for parental engagement to support children’s learning | * Provide opportunities for families to interact and develop understanding of skills e.g. reading * Increase staff skills for working with families | * Research has shown the positive impact of parental engagement on children’ attainment. Increasing the involvement of parents of children in receipt on PP will have a positive impact on learning and parent confidence | * Staff to identify families needing support * Monitor engagement * Pupil Progress meetings to identify gaps and target support * HT/PP governor to monitor provision | Class teachers/  subject leads/  SENCO/  HT/ Pupil Premium governor/PSA | £100.00 High quality texts/other resources  £340 training + overtime for support staff | Termly |
| 6. Staff work with families to improve access to recourses and access to technology at home | * Communication with parents to establish what access they to internet/technology at home * Bids to support access to technology at home | * During long term absence from school those who had internet access and resources at home were in regular contact and continued to make progress at home | * JM to work with staff and families to bid for resources | JM/Class teachers | 1 day release time, funding through technology bids | Dec 20 |
| 7 Children access a range of activities to enhance the curriculum, including after-school clubs and activities | * Provide personal development opportunities children might not access otherwise * Target needs of those eligible to PP | * Research into impact of spending shows opportunities increase children’s engagement in and enthusiasm for learning, as well as behaviours for learning * Few children eligible for PP currently engage in extra-curricular activities | * Target activities to children’s interests and abilities * Gather research on children’s current access and provide opportunities beyond their experience * Track engagement | Class teachers/  subject leads/  SENCO/  HT/ Pupil Premium governor/PSA | £500.00 visits  £120 (Uniform/equipment) | Termly |