



Turners Hill C of E Primary School

Pupil Premium Strategy 2020/2021

REVIEWED, March 2021



Summary Information 2020/2021					
Academic Year	2020-2021	Total PP Budget	£13,200	Date of most recent PP review	March 2020
Total number of pupils	149	Number of pupils eligible for PP (March 2020)	10 (6.7%)	Date for next internal review of this strategy	March 2021

Date	Total number of pupils eligible for pupil premium funding	Number of eligible boys	Number of eligible girls	Number of looked after children (LAC)	Number of post-LAC	Number of service children
March 2016	4	2	2	0	0	0
March 2017	5	1	4	0	0	0
March 2018	2	1	1	0	1	0
March 2019	6	3	3	0	0	0
March 2020	10	5	5	0	0	0

SUMMARY (March 2021)

Of the 10 children eligible for Pupil Premium funding in March 2020, only 4 remain on roll. 4 children eligible for PP funding have joined the school and 5 children have become eligible for the funding. The cohort has changed significantly during the year. This, along with lockdown, has made supporting these children more challenging than anticipated. A targeted approach between Classteachers, the Inclusion Team and Senior Leaders has supported these children during a time of turbulence.

While progress towards individual targets has been broadly appropriate, attainment has not accelerated to close gaps. This must be a focus for the 2021/2022 strategy.

Starting Point Attainment (as at March 2020)		
	Pupils eligible for PP (10)	Pupils not eligible for PP (139)
% achieving ARE or above in reading	60%	83%
% achieving ARE or above in writing	50%	74%
% achieving ARE or above in maths	50%	84%
Current Attainment (as at March 2021)		
	Pupils eligible for PP (13)	Pupils not eligible for PP (134)
% achieving ARE or above in reading	46%	82%
% achieving ARE or above in writing	38%	77%
% achieving ARE or above in maths	38%	81%

From 2019/2020 an additional attainment assessment has been included to indicate % of children meeting (or on track to meet) their personal targets due to the number of PP children who also feature in SEND data where individual progress is a more appropriate measure. As of March 2020, 40% of PP children also appear on the SEND register (2xEHCP).

Starting Point Progress (as at March 2020)	
	Pupils eligible for PP (10)
% on track to meet individual targets in READING	90%
% on track to meet individual targets in WRITING	90%
% on track to meet individual targets in MATHS	100%

Current Progress (as at March 2021)	
	Pupils eligible for PP (9 pupils, new pupils with no previous term's data have been excluded)
% on track to meet individual targets in READING	89%
% on track to meet individual targets in WRITING	78%
% on track to meet individual targets in MATHS	100%

1. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (as well as external factors such as poor home learning environment and low attendance)	
A.	Social and emotional needs, including behavioural issues.
B.	Enjoyment with learning and need for 1-2-1 support to ensure appropriate progress
C.	The increased % of PP children with additional needs
D.	The reading ability of specific PP children is below that of their peers
External barriers	
E.	Support for PP children with identified reading needs to be supported by home
F.	Availability of funds to purchase school uniform
2. Desired outcomes	Success Criteria
A. Promptly address social and emotional needs, including behavioural issues.	Early identification of children's needs by staff or parents and an action plan put in place to support the child.
B. Access to the whole curriculum including extra-curricular activities and residential trips.	All children will be able to attend extra-curricular activities and residential visits that they are interested in.
C. Ensure eligible children with additional needs meet their personal targets- currently we have 2 PP children with an EHCP, using RWM data may not accurately show the progress of these learners	All children meet their individual targets.
D. If appropriate, to ensure that PP children have targeted support in reading	Identified children make accelerated progress
E. Home supports accelerated progress in reading for identified PP children	Children and family/families fully engage with reading support provided/initiated by school, resulting in accelerated progress being made
F. Children are suitably attired for school	Eligible children are provided with uniform on an annual basis

The intention for 2020-2021 is to use the funding as follows

Indicative budget = £13,200

Pupil Premium used for:	Target to support Desired Outcome:	Amount allocated to the intervention / action (£)	Is this a new or continued activity	Brief summary of the intervention or action, including details of year groups and pupils involved, and the timescale	Specific intended outcomes: how will this intervention or action improve achievement for pupils eligible for the Pupil Premium? What will it achieve if successful?	How will this activity be monitored, when and by whom? How will success be evidenced?	Actual impact: What did the action or activity actually achieve?' If you plan to repeat this activity, what would you change to improve it next time?
Learning Mentor Salary Subsidy / Pupil wellbeing	A	£1500	Continued	1-1 and very small group support for social skills,	Raised self-esteem; behaviour management;	Improved outcomes, reduction of barriers and pupil wellbeing restored	5 x PP children regularly accessed Learning Mentor support during the 2020/2021 academic year.

Tier 1 provision				emotional support etc.	removal of barriers to learning	Termly HT/SLT/TEACHERS	A minimum of 3 of these children will require ongoing support- CARRY FORWARD
Play / Talking therapist Tier 2 provision	A	£500	Continued	Follow on support for pupils that need it following Tier 1 interventions	Improved learning and life outcomes for growing number of pupils with more complex social, emotional and mental health difficulties	Feedback from pupils, families and providers Termly Inclusion Manager / HT	1 x PP child accessed high level therapeutic support, funded through PP money. This child is no longer on-roll but the funding did support this child remaining in school for as long as possible. This action should be modified/replaced for the next academic year to meet the needs of the current PP cohort- MODIFY/REPLACE
LSA salary subsidy	B	£5000	Continued	Intervention groups/ support 1-2-1 support for children with additional needs	Support to access curriculum; catch up and develop focus	Termly progress tracking HT/SLT /TEACHERS	LSA (Inclusion Assistant) utilised for significant number of hours to support vulnerable (including PP children during lockdowns. This included (minimum) weekly contact, liaising with foodbanks, linking with outside agencies CARRY FORWARD (targeted work with KS1 PP children)
	E	£1500	NEW	1-2-1/1-2-2 Reading intervention delivered outside school hours	Identified PP children make accelerated progress in reading, closing the gap with their peers	Termly progress tracking HT/SLT /TEACHERS	Resource purchased and staff training completed. However, the identified children (2) have both left the school during this academic year. Some work was started with the children and progress was seen. Therefore, we will use this resource to support appropriate children in the future. Current data indicates that PP reading in KS1 should form a target for 2021/2022 MODIFY (KS1 focus)
Educational visit and out of school learning subsidy	C	£1000	Continued	Access to curriculum	Full access for broad and balanced curriculum for all pupils.	Annually BURSAR/ HT	Not utilised for this purpose due to COVID restrictions. Funding diverted to Inclusion Support for vulnerable pupils CARRY FORWARD
Resources	B	£500	Continued	Ongoing enhancement of mathematical provision to meet new curriculum requirements and close attainment gaps	All pupils will make at least good progress in mathematics	Termly progress tracking HT/SLT /TEACHERS	PP funding used to support EYFS/.KS1 maths manipulatives. PP children in 2019/2020 meeting ARE = 50% from a starting point of 0% on track to meet ARE. All PP children made appropriate progress in maths. CARRY FORWARD
Supply Cover	B	£1500	Continued	Funding to provide targeted support by classteachers for identified pupils.	High quality intervention support provided for PP children currently not on track to meet Age Related Expectation (ARE)	Termly progress tracking HT/SLT /TEACHERS- any PP children not on track make more than expected progress resulting in more PP children meeting ARE	While potentially impacted by lockdowns, children eligible for PP funding received additional support facilitating a significant majority making appropriate progress to meet individual targets during the 2020/2021 academic year:

							<p>% on track to meet individual targets in READING 90%</p> <p>% on track to meet individual targets in WRITING 90%</p> <p>% on track to meet individual targets in MATHS 100%</p> <p>However, attainment is not high enough and additional 1-2-1/small group tutoring should be employed to support increased attainment in the 2021/2021</p> <p>CARRY FORWARD</p>
Reading intervention	D&E	£1200	NEW	Purchase of reading intervention materials	Fresh Start from RWI purchased and time given to staff member to set-up resources	Purchase order to confirm use of funds Timesheet to show hours claimed for set-up	<p>Resource purchased and staff training completed. However, the identified children (2) have both left the school during this academic year. Some work was started with the children and progress was seen. Therefore, we will use this resource to support appropriate children in the future. Current data indicates that PP reading in KS1 should form a target for 2021/2022</p> <p>MODIFY (KS1 focus)</p>
Uniform purchase		£500	NEW	Support families with the purchase of school uniform	PP children have the same uniform as peers	Each PP provided with uniform 'bundle' each year, bursar to keep record	<p>All children entitled to PP funding received this support.</p> <p>CARRY FORWARD</p>
Total	£13,200						