

Coronavirus: flexibility in reporting requirements

The DfE understands that due to coronavirus and school closures, it won't be possible for you to evaluate the impact of your pupil premium for all of the 2019/20 academic year.

Instead, they say you should monitor and report on the grant's impact at the end of the 2020/21 financial year. This report should cover the whole period between September 2019 and March 2021, but you can give most detail about the grant's use and impact for the period between September 2020 and March 2021. (Note that if you want, you can include any changes you made to your pupil premium spending due to coronavirus.)

Pupil premium spending 2020-21

SUMMARY INFORMATION

Date of most recent pupil premium review:	September 2020	Date of next pupil premium review:	July 2021
Total number of pupils:	83	Total pupil premium budget:	£1345
Number of pupils eligible for pupil premium:	1.2%	Amount of pupil premium received per child:	£1345

STRATEGY STATEMENT

Brief overview of your pupil premium strategy so far:

- Supporting families with training and access to breakfast club had a huge impact on attendance. LSA in class to support learning in a quiet space when needed has improved progress and engagement in class.
- Core approaches that are currently being implemented are LSA support in writing, maths and reading. Access to smaller group and 1:1 sessions have increased progress and ensure greater engagement in lessons. Opportunities to access wider school life e.g. residential, sports clubs and breakfast club ensuring access to a wider range of after school activities. Mental Health support through Learning Mentor. All these contributed to better progress and more engagement in school life.
- The overall aims of our pupil premium strategy:
 - To reduce attainment gap between the school's disadvantaged pupils to meet school's challenging targets set
 - To improve attendance and ensure pupils are ready to learn at the start of the day

Assessment information

Due to coronavirus, there is no assessment data available for the 2019/20 academic year, and benchmark progress against other schools cannot be measured. Instead, the school's internal data (e.g. from formative assessments) for the period between September 20 and March 21 have been used.

END OF KS2		
	Pupils eligible for PP	Pupils not eligible for PP
% making expected or better than expected progress in reading	0	73%
% making expected or better than expected progress in writing	100%	100%
% making expected or better than expected progress in maths	100%	100%

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT	
Academic barriers:	
A	Low levels of reading, writing and maths
B	Engagement in lessons

ADDITIONAL BARRIERS

External barriers

C	Home learning environment
D	Low attendance

INTENDED OUTCOMES

Specific outcomes		Success criteria
A	To improve attainment in reading, writing and maths	Using skills across all curriculum areas Prepared for next step in learning
B	Active participation in lessons	Increased interest in a range of subjects Prepared for next step in learning
C	Support for family to enhance learning environment	Good sleeping patterns Parental support
D	Improved attendance/fewer 'late' entries by attending breakfast club	Good start to the day, ready to learn and access all lessons

Planned expenditure for current academic year

ACADEMIC YEAR					
Quality of teaching for all					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
LSA to support small group work and 1:1 support where needed (20 minutes every day)	Engagement in learning, pre-learning can be done to prepare for next step in learning or mental health support where needed.	Small group work provides opportunity to learn with peers (NFER Report) and pre-learning puts children in good stead to access learning – providing opportunities for target learning support (EEF Pupil Premium Guide). Pre-learning will also enable children to develop as effective learners. (EEF Big Picture)	Regular formative assessment in class. Pupil Progress meetings to set challenging targets. Regular monitoring of work.	IL	July 2021
Total budgeted cost:					£1000
Targeted support					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Attend breakfast club	To improve attendance	Low attendance and consistent lateness are both barriers to learning. Ensuring a smooth start to the school day, means children are ready to learn.	PP Places in breakfast club booked as standard so that this can be used whenever parents feel it is necessary. Regular meetings with parents to ensure they are reminded of the benefit of breakfast club.	IL	July 2021

Football club	To improve opportunities to socialize with peers and take part in sports	Regular exercise improves mental health and so does regular interaction with peers.	Provide parents with flyers for clubs and book children onto this space. Regular meetings with parents to manage any challenges around pick-up times.	IL	July 2021
Total budgeted cost:					£245
Other approaches					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Funding any school trips	Children can experience a wider range of school activities	Enriched learning opportunities to broaden understanding of subjects lead to better progress and understanding of skills.	Regular formative assessment in class. Pupil Progress meetings to set challenging targets. Regular monitoring of work.	IL	July 2021
Opportunities to take part in extra curricular activities e.g. reading in church	Take part in whole community activities to develop good citizenship	Enriched learning opportunities to broaden understanding of subjects lead to better progress and understanding of skills.	Support children and families to prepare for any extra opportunities	IL	July 2021
Total budgeted cost:					£100

ADDITIONAL INFORMATION

Additional information used to support the sections above.

- Target Tracker
- Evidence from the education endowment foundation (EEF) [families of schools database](#)
- Results of staff and pupil consultation
- Analysis of attendance records
- Recent school Ofsted report
- Guidance from experts

Review of expenditure from previous academic year

How coronavirus affected plans:

- By March 2020, due to lockdown, it was too early to assess funding and impact initiatives had on learning. However, good quality remote learning was provided in line with what was expected in class. PP were provided with devices to ensure participation and where needed, home visits were done and paper copies of learning provided.

PREVIOUS ACADEMIC YEAR				
Total amount: £1000				
Quality of teaching for all				
Action	Intended outcome	Impact	Evaluation	Cost
LSA to support small group work and 1:1 support where needed (20 minutes every day)	Engagement in learning, pre-learning can be done to prepare for next step in learning or mental health support where needed.	Expected progress in reading was just below age related expectations, but still very good considering the impact of Corona virus. Expected progress in Maths and English were 100% in line with age related expectations.	Despite lockdown, pupils did very well. Teachers worked very hard to ensure remote learning met the same standard as live lessons in class and PP were supported with daily meets. Where this was not possible, home visits were put in place and copies of work were taken to the pupils' homes. There was more than daily support sessions for PP.	£1000
1:1 support where needed	To provide mental health support to readjust to school after lockdown.	Opportunity to have 'time out' and self-regulate ensured children could access learning	Good progress as children did not need this support all the time but could identify when they needed someone to talk to.	£60
Targeted support				
Action	Intended outcome	Impact	Evaluation	Cost

Attend breakfast club	To improve attendance	Low attendance and consistent lateness are both barriers to learning. Ensuring a smooth start to the school day, means children are ready to learn.	Attendance improved and lateness reduced significantly.	£227
Football club	To improve opportunities to socialize with peers and take part in sports	Regular exercise improves mental health and so does regular interaction with peers.	Football club was attended for part of the year.	£40
Other approaches				
Action	Intended outcome	Impact	Evaluation	Cost
Funding any school trips	Children can experience a wider range of school activities	Enriched learning opportunities to broaden understanding of subjects lead to better progress and understanding of skills.	Very few school trips but where they were possible, PP children attended.	£20
Opportunities to take part in extra curricular activities e.g. reading in church	Take part in whole community activities to develop good citizenship	Enriched learning opportunities to broaden understanding of subjects lead to better progress and understanding of skills.	Opportunities to take part in church readings were taken on and was hugely successful for PP children.	£0