

## Pupil Premium Strategy Statement 2019-2022



*The Pupil Premium funding from the Department of Education is given to schools to support pupils who qualify for the funding, such as children who are looked after or are entitled to free school meals (not to be confused with Universal Free School Meals, which are currently available to all children in Reception to Year Two).*

*At our school, we use the funding to support and challenge the learning of these pupils so that they make at least good progress in the core areas. We also use the money to support the well-being of our pupils who are entitled to the funding and therefore use the money to cover the cost of additional curriculum opportunities, such as clubs or trips.*

*As a school we continually evaluate the success of this funding in securing the pupil's academic progress, with an aim of ensuring there is no attainment gap between the outcomes achieved for our pupils who qualify for the funding and other pupils nationally and within the school.*

## PINEHAM BARNS PUPIL PREMIUM FUNDING STRATEGY

### SCHOOL OVERVIEW

School name	Pineham Barns Primary School
Pupils in school	283
Proportion of disadvantaged pupils	10% (29 pupils)
Pupil premium allocation this academic year	£46,206
Academic year or years covered by statement	2019 - 22
Publish date	September 2021
Review date	September 2021
Statement authorised by	Caroline Stewart
Pupil premium lead	Ian Sinnamon
Governor lead	Performance Committee – Chair: Liz White

**Pupil Premium Performance Overview for last National Assessment Year (July 2019 as no current National assessments due to Covid)**

**EYFS & KS1 Performance Overview**

Meeting Good Level of Development in EYFS	70%
Passing Phonics Screening in Year 1	40% (100% of those targeted to pass)
Meeting age related or higher in Year 2 National Assessments	66%

**End of KS2 Performance Overview(July 2019).** *Currently the school has no children in Year Six. The first Year of KS2 data will be the academic year 2021/22*

## Strategy Aims

<b>Priority 1</b>	Staff receive the training and support to identify, intervene and accelerate pupils in receipt of funding, ensuring that pupils in receipt of funding continue to achieve well in KS1, with particular emphases on early reading, phonics, and increased reading fluency.
<b>Priority 2</b>	Work with staff to train and support the identification, intervention and acceleration of pupils in receipt of the funding, so that pupils in receipt are carefully tracked and supported through precise, high quality teaching, monitoring and assessment to continue to make excellent progress throughout KS2.
<b>Barriers to learning these priorities address</b>	<ul style="list-style-type: none"><li>- There are a number of staff who are new to the school therefore are less experienced in the processes and resources used.</li><li>- Changes to pupil's academic needs following Covid disruption</li><li>- Parental involvement with reading at home.</li><li>- Emotional needs of family can impact on readiness to learn.</li><li>- Maintaining high levels of attendance.</li></ul>
<b>Projected Spending</b>	£12,000

### Teaching priorities for current academic year

<u>Aim</u>	<u>Target</u>	<u>Target date</u>
		<i>All dates July 22, as no national assessments this year.</i>
Y6 Progress in Reading	Achieve national average progress in Reading at the end of KS <sub>2</sub>	July 22
Y6 Progress in Writing	Achieve national average progress in Writing at the end of KS <sub>2</sub>	July 22
Y6 Progress in Mathematics	Achieve national average progress in Maths at the end of KS <sub>2</sub>	July 22
Y6 Attainment	100% of disadvantaged pupils meet their individual targets set.	July 22
Y <sub>2</sub>	100% of disadvantaged pupils targeted to achieve expected or above at the end of KS <sub>1</sub> meet their target.	July 22
Phonics	100% of disadvantaged pupils targeted to pass the Phonics Screening Test at the end of Y <sub>1</sub> meet their target.	July 22
EYFS	100% of disadvantaged pupils targeted to meet GLD leave EYFS at a Good Level of Development	July 22

Attendance	Maintain attendance of disadvantaged pupils to ensure they are at least in line with the whole school	July 22
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**Targeted academic support for current academic year**

<b>Priority 1</b>	Additional phonics and reading provision in KS1 / EYFS to ensure pupils are appropriately challenged and supported as needed.
<b>Priority 2</b>	Small Maths and Reading groups across KS2 and Year 2 to provide specific and focused provision. Regular monitoring of progress to ensure impact.
<b>Barriers to learning these priorities address</b>	Smaller groups and extra provision to ensure greater differentiation for specific needs. This allows for greater challenge or support.
<b>Projected Spending</b>	£ 25,000

### Wider strategies for current academic year

<b>Priority 1</b>	Pupils in receipt of pupil premium funding are funded to take part in sports, music and language clubs and other enrichment experiences that enable the whole child.
<b>Priority 2</b>	Breakfast and after school club provision offered to pupils that need additional support being ready to learn and well-being.
<b>Priority 3</b>	Social, emotional and behaviour support offered through well-being clubs and individual sessions.
<b>Barriers to learning these priorities address</b>	Removal of any financial disadvantage for our families and pupils. Pupil attendance Emotional needs of families Pupils readiness to learn
<b>Projected spending</b>	£4,000

## Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development and monitoring the quality of professional development provided.	Use of training days and additional cover being provided by middle and senior leaders, opportunities for sharing of good practice.
Targeted support	Enabling staffing to cover additional groups and intervention across the school including well-being.	Additional Maths / Reading teacher employed in KS2 Additional TA for reading & phonics intervention in KS1 Release of leader to monitor and support. Additional release time for teacher for specific targeting 2x weekly. Every afternoon TA released to support emotional needs / well-being.
Wider strategies	Ensuring that we are aware of additional family financial needs and families are aware of the support school can offer.	Working closely with families to ensure we fully understand their needs and situation. Staff / PP lead met to discuss and review support regularly.



Review: last year's aims and outcomes (NB -Unless stated, data is based on school assessments as there were no national assessments in Summer 2020 due to Covid-19)

Aim	Outcome
Y2	66% (4/6) of disadvantaged pupils achieved expected in Reading, Writing and Maths. Those that did not achieve expected made at least secure progress against their individual targets.
Phonics	100% of disadvantaged children who were targeted to achieve 32+ on the phonics assessment reached their target. Those that did not achieve the pass mark made secure progress against their individual target. In 2021/22 4/5 children that did not reach the pass rate are targeted to achieve 32+ in Year 2 phonic assessment.
EYFS	70% (7/10) of disadvantaged children reached GLD in Reception. Those that did not reach GLD received additional support in areas of weakness to close the gap.
Attendance	Attendance for disadvantaged pupils was 97% and above that of the school average.