

Enmore Primary School Pupil premium strategy statement

1. Summary information					
Academic Year	2020/21	Total PP budget	17,489	Total Budget	30,774
Total number of pupils	148	Number of pupils eligible for PP	16(11%)	Date for next internal review of this strategy	Autumn 2021
		Number of Looked After/Previously Looked After Children	1	Number of PP children receiving top- up funding	1

Attendance 2019-20 to shutdown

All	Non Pupil Premium	Pupil Premium (19children)
95.63	95.7	94.8

Persistent absentees (<90%) 2018-19

	Non Pupil Premium	Pupil Premium (2 children)
	4.5	13

2. Current Attainment

Performance of EYFS Pupils

	Non Pupil Premium	Pupil Premium (2 children)
EYFS GLD	No data	No data

Performance in Yr 1 Phonics Screening

	Non Pupil Premium	Pupil Premium (1 child)
Phonics	No data	No data

Performance of Yr 2 Pupils in KS1 Assessment

	Non Pupil Premium		Pupil Premium (2 children)	
	ARE and above	Greater Depth	ARE and above	Greater Depth
Reading	No Data			
Writing				
Maths				

Performance of Yr 6 Pupils in KS2 Assessment

	Non Pupil Premium		Pupil Premium (1 child)	
	ARE and above	Greater Depth	ARE and above	Greater Depth
Reading	No Data			
Writing				
Maths				
EGPS				

Progress of Year 6 Pupils

	Reading	Writing	Maths
Progress for PP children	No Data		
Progress for non PP children			
National Average for non-disadvantaged pupils			

Performance of the Whole School

Percentage of Pupil Premium Children making at least expected progress

	2018-19	2020-21
Reading	88 (92 non pp)	No Data
Writing	94 (94 non pp)	
Maths	94 (90 non pp)	

Percentage of Pupil Premium Children at ARE or above

	2017-18	2018-19	2020-21
Reading	50 (69 non pp)	67 (70 non pp)	No Data
Writing	44 (49 non pp)	61 (51 non pp)	
Maths	50 (75 non pp)	61 (67 non pp)	
combined		50 (40 non pp)	

Distribution of PP Children Sept 2020

Year Group	Number of PP children
R	2
1	2
2	1
3	2
4	4
5	5
6	2

Response to lack of Data:

- PP children are well known to us and we have very good information about how they are performing.
- All pupils in year 1-6 will undertake PIRA and PUMA tests in the Autumn term. Results will be used to identify gaps, Progress since Autumn 2019 and those in the bottom 20% both at school and nationally. This will be used to help target catch- up funding.

3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers		
A.	Oral language skills in Reception tend to be lower for pupils eligible for PP than for other pupils. This slows reading progress in subsequent years.	
B.	PP children slower to develop use of sentences in order to make progress in their writing. This has been exacerbated by the lack of writing undertaken during lockdown.	
C.	Small numbers in each cohort result in individual issues needing to be identified and addressed	
External barriers (issues which also require action outside school, such as low attendance rates)		
D.	PP children tend to be amongst those lacking parental support in early phonics/ reading and in distance learning during lockdown	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve oral language skills for pupils eligible for PP in Reception class. Fewer PP children failing phonic screening test and below ARE in reading, writing and maths at the end of KS1.	Pupils eligible for PP in Reception class make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations in year 1 and KS1.
B.	Higher rates of progress across KS2 for pupils eligible for PP. Fewer PP children entering year groups below ARE esp. in writing	Pupils eligible for PP working at least at ARE.
C.	Individual learning targets addressed as soon as possible via interventions, initially within the classroom, or through work being sent home	Record of successful interventions. 80% success 2017-18, 75% in 2018-2019
D.	Early communication and offer of IT support during future short (2 week) or longer- term shutdown	Continuity of learning during periods of school closure

4. Planned expenditure

Academic Year	2020-21
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The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies. The balance of how funds are spent may well change as we are currently operating under COVID- 19 restrictions that make some out of class interventions impossible.

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?
A	continue embedding of Read, write, inc phonic programme which will have increased cost due to the need for bubble separation and an additional teaching group	EEF +4 Developing our own synthetic phonic teaching	All staff involved to be trained and resources purchased Additional group required to maintain bubbles to be taught by HLTA.	Literacy coordinator	Summer 2021 GLD Phonic screening KS1 SATS
Total budgeted cost					5500

Targeted support

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?
A, B and C	Targeted intervention groups- currently on hold due to bubble mixing	EEF +4	Use Intervention Request Form and use evidence to ensure groups are as small as possible	SENDCO All teaching staff determine intervention required and HLTA to deliver	On- going feedback to teachers and overview of % success by SENDCO
A and C	Intervention group for times tables	EEF +4	PPMs result in intervention inclusion	DM GM	Year 4 times tables assessment

A	Targeted intervention groups for Phonics	EEF +4	Use class 1 and 2 Phonic Phase assessments to identify children not making progress	SENDCO HLTA/CI 1 TA to deliver	On- going feedback to teachers and overview of % success by SENDCO
B	Longer term interventions Software and timetabling	EEF+4 Small group work	Children selected based on PPMs. Group sizes monitored.	SENDCO	Progress reviewed through PPMs and data drops
B and C	SENDCO to meet with PP children and write to parents	Mentoring EEF +1 Parental involvement EEF +3	HT to monitor information sent to parents and responses and parental attendance at Parent Consultations	SENDCO	Reviewed between HT and SENDCO Governor monitoring
A, B and C	One to one support	EEF +4	Specific individual support given where required incl for higher needs funded children	SENDCO	Progress reviewed through PPMs and data drops
A, B and C	Small group forest school type activities for those with emotional needs/ finding it difficult to maintain a positive approach	EEF +4	Monitored by SENDCO	SENDCO to plan TA to deliver	Termly review of impact with CTs
B and C	SENDCO supporting Quality first teaching in class 4- focus on writing	EEF +4	Move to more ability grouping and intervention modelling	SENDCO	Monitored through work scrutiny and PPMs and assessments

Total budgeted cost **28,106**

Other approaches

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?
CPD of support staff	Training given as required to ensure support staff aware of role and best practice		SENDCO to appraise support staff involved in learning	SENDCO	Annual review between HT and SENDCO
PP children participation in school trips	Trips paid for.	Advantage of outside learning.	Ensure high PP participation in external visits.	HT SBM	Annual

PP children's wider opportunities funded	Music lessons and after school sports' clubs paid for.	EEF +2 arts participation EEF +2 extending school day	Participation rates evaluated.	HT SBM	Annual
Specific learning resources	Specific equipment./ software purchased as necessary		Use of specialist equipment and resources	SENDCO	Annual
Secure transition of PP children, including those @ARE	All PP children encouraged to participate in confidence days/summer schools	Evidence that PP children @ARE in KS2 still frequently fail to achieve in KS3 and 4	SENDCO/ DH to aid transition and encourage involvement	SENDCO DHT	Annual
Total budgeted cost					1630
Grand Total					35236