

Arbury Primary School – 2020/21 Reviewed

Covid-19 disruption Sept 2020 to July 2021 (Remote learning January to March)

Annual report on strategies for supporting children entitled to pupil premium funding

Financial Year	Funding Received	No. Of pupils	Percentage of the School
2016-17	£177,620	131	32%
2017/18	£187,280	139	34%
2018/19	£188,770	139	35%
2019/20	£189,660	139	35%
2020/2021	£208,405 (Est)	164 (395)	42%

Our school provides many layers of support for our children. ‘Pupil Premium’ funding contributes significantly towards the cost of the support we offer children and their families as well as funding targeted support. Whilst the provisions listed below are of increased importance to children eligible for free school meals, we acknowledge that they are also accessed by and benefit children and families outside the 42% of children on roll receiving pupil premium funding. The funding identified to provide the support has been calculated based on the % of resources accessed by children in receipt of the funding. Without pupil premium funding, provisions such as Speech Therapy, EP Support, Parenting Support and Counselling Services for children would be reduced significantly or would not be affordable at all.

Barriers to Learning:

Children in receipt of the Pupil Premium face a wide range of barriers. These are different for each individual. Staff look at barriers on a child by child basis. Barriers to educational achievement faced by disadvantaged pupils in our school include:

- safeguarding and welfare issues
- limited life experiences
- poverty / over-crowding
- poor diet / hunger
- broken family structures / family disorganisation
- mental health / anxiety / negative self-image of child or adult
- delayed spoken language / poor adult literacy
- low parental engagement
- impact of Covid-19 and time away from school

Outcomes for children entitled to pupil premium funding at the end of KS2

- Total Number of Children in 2019 – 59
- Number of children in receipt of pupil premium funding – 21
- Number of children in receipt of pupil premium funding who were not on the SEND register – 15

	School 2018	PP 2018	PP/No SEND 2018	School 2019	PP 2019 (21/59)	PP/No SEND 2019 (15/21)
% of children achieving the expected standard in the Reading and Maths test and Writing teacher assessment	67%	43%	60%	63%	48%	67%
% of children achieving the expected standard or above in the Reading test	84%	67%	73%	80%	76%	87%
Average Scaled Score for Reading	106.9	101.5	105.1	105.5	103.3	104.7
% of children achieving the expected standard or above in the Writing teacher assessment	76%	52%	67%	73%	57%	80%
% of children achieving the expected standard or above in the Grammar, Punctuation and Spelling test	74%	57%	73%	81%	71%	87%
Average Scaled Score for Grammar, Punctuation and Spelling test	106.1	100.6	104.0	106.6	104.7	107.4
% of children achieving the expected standard or above in Maths test	72%	48%	67%	76%	67%	80%
Average Scaled Score for the Maths test	104.4	99.2	102.5	104.4	101.7	104.5

Covid-19 lockdown led to statutory assessments being cancelled in 2020 and 2021

	Outcomes at the end of 2020/21 Teacher Assessment	% just within Age Related Expectation or above - Whole Cohort / Not SEND	% just within Age Related Expectation or above - Pupil Premium / Not SEND
EYFS	Age Related Expectation or above for Reading	82.5	60.0 ↓
	Age Related Expectation or above for Writing	78.9	55.0 ↓
	Age Related Expectation or above for Maths	80.7	50.0 ↓
Y1	Age Related Expectation or above for Reading	83.3	70.0 ↓
	Age Related Expectation or above for Writing	64.3	45.0 ↓
	Age Related Expectation or above for Maths	69.0	45.0 ↓
Y2	Age Related Expectation or above for Reading	87.0	81.0 →
	Age Related Expectation or above for Writing	73.9	66.7 →
	Age Related Expectation or above for Maths	89.1	90.5 →
Y3	Age Related Expectation or above for Reading	90.0	76.2 ↓
	Age Related Expectation or above for Writing	82.0	66.7 ↓
	Age Related Expectation or above for Maths	92.0	85.7 →
Y4	Age Related Expectation or above for Reading	90.2	85.0 →
	Age Related Expectation or above for Writing	84.3	80.0 →
	Age Related Expectation or above for Maths	92.2	90.0 →
Y5	Age Related Expectation or above for Reading	76.9	66.7 →
	Age Related Expectation or above for Writing	69.2	73.3 →
	Age Related Expectation or above for Maths	71.8	60.0 ↓
Y6	Age Related Expectation or above for Reading	82.2	75.0 →
	Age Related Expectation or above for Writing	68.9	58.3 →
	Age Related Expectation or above for Maths	88.9	66.7 ↓

→ Difference ≤10% ↓ Difference >10%

The gap between 'Children with no SEND' and the 'Pupil Premium Children with no SEND' widened in 2019-20 and 2020-21 due to disruption to education due to the Covid-19 pandemic.

2020-2021 Provision	Annual Cost	Strategies to overcome Barriers to Learning	Impact
Assistant Headteacher Lead – Pupil Premium We have created an Assistant Headteacher to lead the work we do in school to support children in receipt of pupil premium funding. (60% of the role total cost) HT time to monitor progress of PP children. (1 day per half term)	£39,500 £2,250	Look at performance data by class and meet with class teachers (PP / No SEN group). Consider the progress each half term of the PP / No SEN group. Look at performance data by class to identify classes with which to have an increased focus of discussion. Identify exceeding PP – Question when there are no PP children working above. PP report reviewed and added to website. Draft PP report added to website. Ongoing staff and governor training to raise profile of PP support.	AHT focus on children and families, especially ensuring remote learning successful for PP children. 63 DfE laptops applied for and managed. 40 sent out to children entitled to PP. All families entitled to FSM received their vouchers during holidays either by email or phone. Vouchers were even printed and delivered to allow access.
Better Transition for PP children into EYFS We will increase links with pre-school settings to ensure better transition into Early Years, for both PP children and their families.	Within AHT time	Develop stronger links with vulnerable families/children in feeder nurseries. Links with EYFS LA advisor set up to continue to work with pre school Settings. Invite preschool families to half termly tea/summer fair.	Assistant Head / EY leader met with staff from all feeder Pre Schools. Extra meetings arranged with Arbury Pre School as this is where most PP children come from. Provided Arbury pre-school with: our Starting School books, role play equipment (books/pencils etc for a school corner). Enhanced hand over meetings. Due to Covid-19, children did not visit, and we did not hold a tea/picnic. Enhanced links with vulnerable families to ensure paperwork was completed ready for children to start on the first day of term.
More Detailed identification of barriers to learning We will identify potential barriers to learning for all pupil premium children.	Within AHT time	Ensure children of concern lists include all PP children each half term with individual barriers identified, including high attaining PP children. Ensure children of concern lists include barriers to learning for individuals not groups.	Barriers identified. Staff identifying individual barriers. Staff training to identify high attaining PP children. Children Of Concern lists monitored by AHT to check all high attaining children are identified. Fed back to Governing Body.
Arbury 'Starting School' reading book We will send a copy of a commissioned book to all our new children joining in EYFS. (Postage Cost – Books already in stock)	£500	This will give children a good start, helping to understand school routines/systems/staff etc. The book will explain, through a story, how school works eg reading, book bags, toilet time, lunch etc	60 books sent out in envelopes to families. Three books also given to Arbury pre-school to share with PP children during story time. Book also published on school website to encourage increased understanding of what the school day will look like.
Pupil Premium Maths Project We will take part in this 4 year project being run by the Local Authority maths advisors. It aims to support schools to diminish the difference between identified disadvantaged pupils and their peers in Year 5.	£950	Analysis of KS1 end data, targets set for Y5. Focused training on use of manipulatives, pre topic assessment, understanding of resilience/independence/organisational skills. Table top maths manipulatives purchased for each class. Teachers trained by county advisors.	Training attended by AHT and 2 Year 5 staff. Local Authority training included: <ul style="list-style-type: none"> - Analysis of barriers across county - Analysis of barriers in school - Formulation of strategies to support use of manipulatives in maths - Understanding of ways to make diagnostic assessments - Analysis of evidence including EEF data for high impact actions ie quality first teaching, feedback, meta cognition, self- regulation

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2020-2021 Provision	Annual Cost	Strategies to overcome Barriers to Learning	Impact
Pastoral Support (50% of the cost attributed to PP family Support) Our Deputy Headteacher and Assistant Headteacher are released from class and timetabled to be available to lead a whole-school approach to pastoral care, meeting with children and parents. (2x 7.5 hrs per week)	£20,285	Issues resolved and children and parents/carers able to focus on learning. Deputy headteacher and Assistant headteacher are outside and available to talk with parents and carers before and after school every day. Deputy headteacher and Assistant headteacher are available over lunchtime to meet with children as needed.	AHT and DH continue to have high profile daily duties in the playgrounds and lunch hall. Pastoral care is provided for children and grownups. During Covid-19 lock down, extra phone calls home and support to use laptops, and succeed at home learning. All vulnerable PP children offered a place in school during lock down. 50% of pastoral interventions were with children entitled to PP.
Additional Tutoring for Targeted Y5 Children – Sessions outside main teaching time. Four class teachers provide weekly after school tuition in the summer for y5 children.	£1800	This provision maintains momentum for vulnerable learners in the lead up to their SATs in y6.	22 children attended a Y5 Grammar boost, split into 4 small groups to ensure focussed teacher time. 11/22 were entitled to PP. Children demonstrated increased resilience and stamina.
Speech Therapy (50% of the cost attributed to PP support) Providing Screening in EYFS and y1. One to one work supports identified children.	£5,500	Children are identified and supported as needed. Teaching assistants are supervised to provide support also.	Speech therapy continued remotely during Covid-19. The speech therapist supported 5 children who were entitled to PP.
Admin Support for PP record Keeping Office support to record and track the access to support received by PP children is kept up to date and used to plan future spending. (2 hours per week)	£1,050	Register maintained of PP children	Register is maintained and updated regularly. Office inform teachers when a child becomes entitled to PP.
Accelerated Reader Children in years 3, 4, 5 and 6 are part of the programme to encourage pace and stamina in reading. (34% of the AR annual cost and annual book investment of £5000)	£2,300	Children to catch up 3 months over a 22 week period. Fluency to be increased.	Progress made in Accelerated Reader by end of Y4 (24 children): SEND and PP: reading age increased from an average of 6.7 years in Sept to 7.5 years in July. Higher attaining PP children: reading age increased from an average of 10.7 years in Sept to 12.05 years in July. Non SEND/PP children: reading age increased from an average of 8.18 years in Sept, to 9.6 years in July.
Attendance – Designated attendance officer time (50% of the cost attributed to PP support) Attendance officer to monitor attendance closely, liaise with the education welfare officer and communicate with parents about issues of attendance. (10 hours per week on average.)	£3,185	Attendance is brought in line with the national average or above. Gap between PP children and the rest of the school is reduced.	Pupil premium attendance was increased by encouraging children to attend school during the Spring lockdown.
Access to EP advice and Support Continued access to additional EP using traded services agreement.	£1,500	Vulnerable children can jump the waiting list to support their special educational need and avoid unnecessary delays in seeking EP advice.	50% of the children accessing EP advice were PP.

2020-2021 Provision	Annual Cost	Strategies to overcome Barriers to Learning	Impact
Holiday Swimming Lessons Additional swimming lessons for PP children are booked through school and fully funded to encourage children to learn to swim. (£20 x 25 children x summer holidays)		Parents have indicated that money is a barrier to them booking lessons for their children to learn to swim. As well as weekly lessons in year 4, we are providing additional holiday swimming lessons to give the children a better chance of achieving the expectation of being able to swim 25m.	No swimming took place- due to Covid-19. (Cost removed)
Year 1 Phonics Additional summer TA support in year one to release TAs to provide catch-up phonics interventions	£3000	Children will be regularly assessed in phonics and given additional targeted teaching to narrow gap and allow children to meet the end of y1 phonics expectations.	Additional phonics provided in Y1. An extra TA put into Classes 3 and 4 to enable small group and individual phonics sessions. Of the 28 children in the booster groups, 12 were entitled to PP. 100% of the group made progress in their phonics, 41% of the PP group would have passed the phonics check if it had been taken. 7 PP children scored in the higher attaining group.
Physical Well-being Sports coaches employed to encourage activity at lunchtime for all children. (42% of sports coaches cost.)	£10,170	Daily sports coaching in both KS1 and KS2 playgrounds to increase physical activity. Leading to increase in fitness/ resilience /motivation/well-being.	Sports coaches offering football skills, Hula-hooping, bean bags, team activity; children engaged in increased physical activity during lunch break, leading to better physical and mental health. Targeted at key children who have shown an increased ability to cope with difficult situations.
Christmas Books All children given a real book for Christmas. (42% of £1 per child)	£160	Every child gifted a book, year on year, to ensure children have access to books at home as well as at school.	All teachers chose and purchased books for their classes.
Real experiences in School Real experiences organised in lieu of trips	£325 £1100	School provides 'real experiences' for children to increase cultural capital Y6 children attended an outdoor adventure day – 22 x £50	3x panto visits bought in. Every vulnerable child attended the outdoor adventure day.
Total Cost:	£214,703		