



Pupil Premium Strategy 2020-2021

Amount of Pupil Premium Funding received 2020-2021

Identified barriers to educational achievement

Number of pupils eligible	72
TOTAL PP received	£ 100.000

Our school has identified the following as barriers for some of the pupils currently in receipt of Pupil Premium:

- Attendance and punctuality
- Parental engagement with the school
- Home Learning and ability to support learning at home
- The number of pupils with a language deficit and Speech and Language care plans
- The number of pupils identified to have an interruption in their emotional development which impacts on their ability to self-regulate
- The number of pupils who are in receipt of Pupil Premium and also on the SEN register for cognition and learning, communication and interaction and social emotional and mental health
- The number of pupils who are in receipt of Pupil Premium and also supported by other agencies
- Access to language - written and spoken
- Access to extra-curricular activities and those which require additional resources
- Healthy lifestyle choices

Rationale for expenditure

Previous evidence of good outcomes and the impact of missed schooling as a result of the Covid-19 pandemic mean that continued focussed support is required across the school for pupils with PPG to meet age-related expectations and make at least good progress in line with peers. Use of additional adults, including specialist support is in place to enable children to overcome barriers to learning and to support parents by signposting community programmes and services or by enabling through advice and supportive school contact. Many of the parents or carers of pupils with PPG are unable to pay for school trips, home learning equipment and enrichment activities. In order to support learning and experiential opportunities, promote health and fitness and build confidence, the school has allocated funding to pay for these additional expenses throughout the academic year. We recognise that many of our children have significant language deficit on entry to school and this can be seen in many pupils with PPG: deployment of the Pupil Premium fund allows us to provide specialist adult support and intervention in order to ensure rapid progress. In-class additional support and resources are also required to enable pupils with PPG to make good or better progress and this is funded by the Pupil Premium grant. In addition, access to the specialist support of our Thrive Practitioner helps to ensure our children are emotionally ready to learn and using some of the Pupil Premium Funding to support this will enable the pupils with PPG to make at least good progress over this academic year.

Key expenditure- how the allocation will be spent.

Area of spend	Focus	Total Allocation
Additional adult support, including specialist support	Reduce barriers to learning Phonics/ maths/ social development/ emotional wellbeing and development/ Speech and Language	£ 90 000
Funding for basic provision, school uniform and PE kits	Health and well-being	£ 1 000
Funding for extra-curricular activities/ other necessary school equipment	Personal, health and social development	£ 1,600
Funding for milk and snacks	Health	£ 600
Funding for home learning resources/ other necessary school equipment	Phonics/ maths/ communication Personal and health	£ 500
Funding for enrichment opportunities with artist in residence	Personal, social, well-being and academic achievement	£ 6,300

Area of spend	Intended outcomes- why these approaches were taken	Actions
Additional adult support, including specialist support	<ul style="list-style-type: none"> • Ensure progress for PP pupils is at least in line with all pupils • Reduce barriers to learning- sessions designed to support emotional and personal development • Support with social skills and integration for pupils • Support with emotional development, well-being and self-regulation • Improved confidence for pupils in specified areas • Use of academic and play resources to allow for consolidation and learning of new skills • 1:1 or small group interventions planned to meet individual needs, including Speech and Language • Support within lessons to improve understanding and confidence in reading, writing and maths • Consolidation of learning- time to practise and apply skills • Pre-teaching to prepare pupils for classroom learning to build confidence and higher level starting points for classroom tasks • Pupils on SEN register and PPG have aspirational targets to make good progress • Support for PPG families and their understanding of the importance of learning and aspiration 	<ul style="list-style-type: none"> • PP reviews x6 milestones per year with teachers • LGB monitoring • Specialist 1:1 sessions with pupils according to individual needs, including Thrive and Speech and Language following assessments • Teaching materials and resources – specialist group resources used for mentoring/ support sessions • Homework club to support with Home Learning tasks • Support during free play opportunities with guided play and social interventions • Regular review and adaptation of groups for maximum impact • Interventions planned from progress reviews and regular assessments to meet the needs of individuals • Speech and Language care plans and Thrive screening assessments used to inform interventions led by fully trained members of staff • TA feedback for teachers informs planned learning opportunities in class • Home Learning monitored weekly and support in place for pupils in school as necessary • Parents and carers engaged to share responsibility and celebrate achievements
Funding for basic provision, school uniform and PE kits	<ul style="list-style-type: none"> • Pupils are able to wear appropriate clothing and have access to resources available to others 	<ul style="list-style-type: none"> • Uniform and other equipment purchased to support families
Funding for extra-curricular activities and other necessary school equipment	<ul style="list-style-type: none"> • Social skills are developed through participation in a broad range of clubs • Talents or special skills are acknowledged and developed • Pupils are able to take part in educational trips and other enrichment opportunities 	<ul style="list-style-type: none"> • Letters to include information about available funding or offered gratis to PPG families • Teachers and practitioners to identify skills or talents and inform SLT • Specialist equipment or resources available to PPG families as required
Funding for milk and snacks	<ul style="list-style-type: none"> • Promoting a healthy diet by providing nutrition in school 	<ul style="list-style-type: none"> • School Milk forms to be completed by PPG families with Office Manager and identified online for invoice purposes

		<ul style="list-style-type: none"> • Fruit snack to be ordered and shared daily
Funding for home learning resources and other necessary school equipment	<ul style="list-style-type: none"> • Phonics Read Write Inc resources used at home to support learning in school • Maths games and resources allow for consolidation of basic skills • Basic equipment purchased, such as pencils and paper or more specific equipment for curriculum learning 	<ul style="list-style-type: none"> • Phonics Read Write Inc resources purchased • Maths resources and games prepared to send home • Resources and equipment provided for use at home
Funding for enrichment opportunities with artist in residence	<ul style="list-style-type: none"> • Personal and social development in problem-solving and practical activities • Improved confidence in abilities which impacts on well-being and academic achievement • Good adult role-model to demonstrate and facilitate new skills • Opportunities to develop skills and talents • Improved attitude to learning, perseverance and challenge 	<ul style="list-style-type: none"> • Well-planned activities which involve pupils in practical learning opportunities • Liaison with class teachers to complement themes for classroom learning • Products which develop self-esteem and purposeful learning opportunities • Opportunities for families to participate in activities and tasks

How will the school measure the impact of Pupil Premium?

To monitor progress in attainment, measures have been included in the performance tables that will capture the achievement of pupils covered by the Pupil Premium Grant. At Drapers' Maylands Primary School the usual cycle of data collection and the monitoring and tracking of each cohort's attainment will be used to inform pupil progress and identify the early identification of need, support and appropriate intervention. Review meetings will take place at each milestone (half termly) and will include the Principal, teachers and other practitioners involved.

At each milestone, the school will review the impact of actions taken and will plan for how the funding will be specifically allocated over the next phase. When selecting pupils for Pupil Premium target groups, pupils across the school will be considered. There are some pupils who are not eligible for PPG but would still benefit from these groups if their needs are similar and we believe progress can be made towards individual targets.

Pupil Premium Funding and the impact of this is a regular item on the governors' School Improvement and Multi-Academy Trust committees.

Designated staff member in charge: Ms Karen Porter (Vice-Principal)

Nominated governor: Ms Sarah Louise Lawrence

Date of next Pupil Premium Strategy Reviews: December, February, April, May and July.

We are a Rights Respecting School and promote the welfare and health of our children to ensure successful and healthy future lives.

Links to United Nations Convention for Rights of the Child:

Article 24 (Health and health services): Children have the right to good quality health care – the best health care possible – to safe drinking water, nutritious food, a clean and safe environment, and information to help them stay healthy.

Article 29 (Goals of education): Children’s education should develop each child’s personality, talents and abilities to the fullest.

Article 31 (Leisure, play and culture): Children have the right to relax and play, and to join in a wide range of cultural, artistic and other recreational activities.